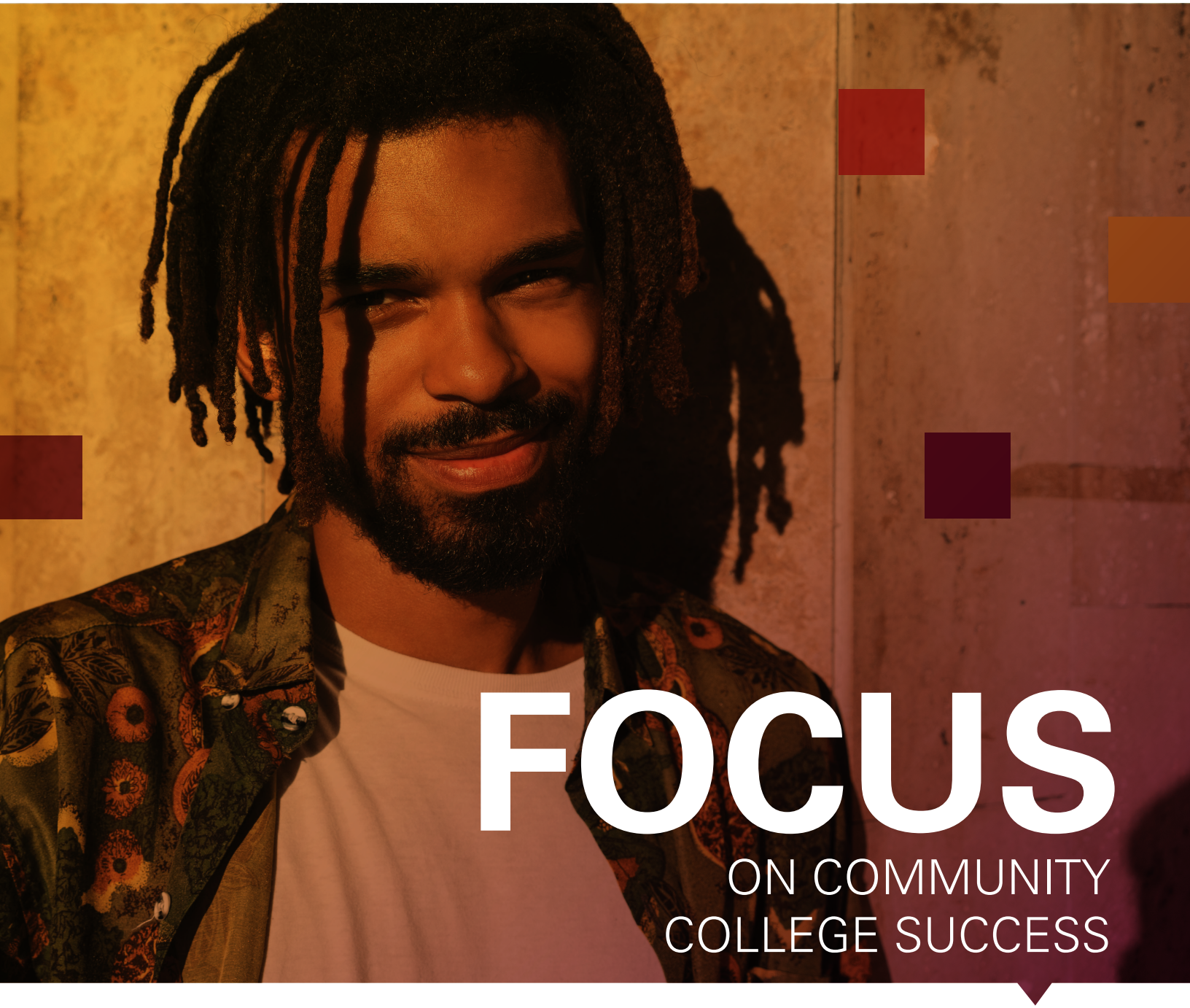
6e



FOCUS

ON COMMUNITY COLLEGE SUCCESS

CONSTANCE STALEY

Cengage

Australia • Brazil • Canada • Mexico • Singapore • United Kingdom • United States

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Cengage

FOCUS on Community College Success,
Sixth Edition
Constance Staley

SVP, Product: Erin Joyner

VP, Product: Thais Alencar

Product Director: Laura Ross

Product Manager: Colin Grover

Learning Designer: Hannah Ells

Content Manager: Dan Saabye

Digital Delivery Quality Partner: Allison Marion

Director, Product Marketing: Neena Bali

Product Marketing Manager: Danielle Klahr

IP Analyst: Ann Hoffman

IP Project Manager: Nick Barrows

Production Service: MPS Limited

Designer: Gaby Vinales

Cover Image Source: Dean Drobot/Shutterstock.com

Last three editions, as applicable: © 2019, © 2016, © 2014

© 2023 Cengage Learning, Inc. ALL RIGHTS RESERVED.

Unless otherwise noted, all content is Copyright © Cengage Learning, Inc.

No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

The names of all products mentioned herein are used for identification purposes only and may be trademarks or registered trademarks of their respective owners. Cengage Learning disclaims any affiliation, association, connection with, sponsorship, or endorsement by such owners.

For product information and technology assistance, contact us at
Cengage Customer & Sales Support, 1-800-354-9706
or support.cengage.com.

For permission to use material from this text or product, submit all requests online at **www.copyright.com**.

Library of Congress Control Number: 2022903521

ISBN: 978-0-357-79202-5

Loose-leaf Edition:
ISBN: 978-0-357-79208-7

Cengage
200 Pier 4 Boulevard
Boston, MA 02210
USA

Cengage is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at: **www.cengage.com.**

To learn more about Cengage platforms and services, register or access your online learning solution, or purchase materials for your course, visit **www.cengage.com.**

Notice to the Reader
Publisher does not warrant or guarantee any of the products described herein or perform any independent analysis in connection with any of the product information contained herein. Publisher does not assume, and expressly disclaims, any obligation to obtain and include information other than that provided to it by the manufacturer. The reader is expressly warned to consider and adopt all safety precautions that might be indicated by the activities described herein and to avoid all potential hazards. By following the instructions contained herein, the reader willingly assumes all risks in connection with such instructions. The publisher makes no representations or warranties of any kind, including but not limited to, the warranties of fitness for particular purpose or merchantability, nor are any such representations implied with respect to the material set forth herein, and the publisher takes no responsibility with respect to such material. The publisher shall not be liable for any special, consequential, or exemplary damages resulting, in whole or part, from the readers' use of, or reliance upon, this material.

Printed in the United States of America
Print Number: 01 Print Year: 2022

Brief Contents

Introduction/Preface for the Instructor xi
Ancillary Package xiii
Acknowledgments xv
Meet the Cast xix
About the Author xxv
Introduction to Students xxvii
Readiness: FOCUS Entrance Interview xxix
Organization of FOCUS on Community College Success xxxvii

1 Starting Strong, Building Resilience 1
2 Becoming Mindful, Setting Goals 33
3 Learning Styles and Studying 57
4 Managing Your Time, Money, and Stress 87
5 Thinking Critically and Creatively 121
6 Learning Online 143
7 Engaging, Listening, and Note-Taking in Class 171
8 Reading, Writing, and Presenting 199
9 Developing Memory, Taking Tests 227
10 Communicating in Groups, Valuing Diversity 259
11 Choosing a College Major and Career 287
12 Creating Your Future 309

Reality: FOCUS Exit Interview 331
Notes 335
Index 349

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Contents

Introduction/Preface for the Instructor xi

Ancillary Package xiii

Acknowledgments xv

Meet the Cast xix

About the Author xxv

Introduction to Students xxvii

Readiness: FOCUS Entrance Interview xxix

Organization of FOCUS on Community College Success xxxvii

1 Starting Strong, Building Resilience 1

Readiness Check 1

Focus **Challenge Case** Carson Reed 2

What Do You Think? 3

Why Choose a Community College? 4

Start with Why 5

Exercise 1.1 We'd Like to Get to Know You . . . 7

Earning a Two-Year Degree 7

Box 1.1 Taking the Mystery Out of Transferring 8

Academic Professionalism: What Instructors Will Expect from You 10

How to Help Yourself Succeed 13

Develop a Degree Plan and Plan Your Coursework 13

Be Advised! Advising Mistakes Students Make 13

Box 1.2 Sample Degree Plan 14

Make the Grade: Computing Your GPA 16

Realize the Value of Developmental Courses 17

Master the Syllabus 17

Box 1.3 Analyzing a Syllabus 18

Take Advantage of Campus Resources 19

Exercise 1.2 Finding the Resources Your Campus Offers 20

Quick Study Why Our Brains Crave Infographics 21

Toughing It Out: What College Takes 22

The Good News and the Bad News (Benefits and Obstacles) 22

Box 1.4 Generation 1: First in the Family? 24

The Bottom Line: Resilience 24

Exercise 1.3 Grit Scale 25

How Can You "Grow" Your Grit? 26

This Course Has a Proven Track Record 28

Box 1.5 How to Read a FOCUS Challenge Case 30

Exercise 1.4 Write Your Own FOCUS Challenge Case 30

Now *What Do You Think? 31*

Your Plans for Change 31

Reality Check 31

2 Becoming Mindful, Setting Goals 33

Readiness Check 33

Focus **Challenge Case** Sylvia Sanchez 34

What Do You Think? 35

The "Three Ms" of College Success: Mindfulness, Mindset, and Motivation 36

Start with Why 37

Mindfulness: Getting Ready to Learn 37

Mindset: Recognizing the Value of Effort 39

Quick Study How to Focus When It's Next to Impossible 40

Exercise 2.1 Theories of Intelligence Scale 42

Motivation: Wanting to Learn 43

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 2.2 Academic Intrinsic Motivation Self-Assessment 44

Curiosity: Can Your Body Change Your Mind? 46
The Bottom Line: Self-Motivation Works Best 48

Adjust Your Attitude 49

What Drives You? Values, Dreams, and Goals 51
Values at the Core 51
Dreams versus Goals 51

Exercise 2.3 Core Values Self-Assessment 52

How *FOCUS* Will Help: The Challenge→Reaction→Insight→Action System 53

Now *What Do You Think?* 55

Your Plans for Change 56

Reality Check 56

3 Learning Styles and Studying 57

Readiness Check 57

Focus **Challenge Case** Tammy Ko 58

*What Do **You** Think?* 59

Exercise 3.1 What Is Learning? 60

Start with Why 61

Learning and the Brain 62

Take Charge and Create the Best Conditions for Learning 62

Control: Your Toughest Class 63

Multiple Intelligences: How Are You Smart? 65

Exercise 3.2 Multiple Intelligences Self-Assessment 66
Use Intelligence-Oriented Study Techniques 68
Develop Your Weaker Intelligences 70

How Do You Perceive Information? 70

Exercise 3.3 Interpreting Your VARK Preferences 71
Using Your Sensory Preferences 72

What Role Does Your Personality Play? 74

Metacognition: Take Charge of How You Study 76

Exercise 3.4 Part 1: Do You Know How to Study? 76
Part 2: Do You Know How to Study Specific Disciplines? 77
Apply Your Learning Style to Your Study Style 80
Make a Master Study Plan 80

Quick Study How to Succeed in College by Really Trying 81
Sprinting to the Finish Line: How to Study When the Heat Is On 84

Box 3 .1 Learning Disability? Five Ways to Help Yourself 84

Now *What Do You Think?* 85

Your Plans for Change 85

Reality Check 86

4 Managing Your Time, Money, and Stress 87

Readiness Check 87

Focus **Challenge Case** Derek Johnson 88

What Do You Think? 89

Time Management Requires Focus 90

Start with Why 91
The Physiology of Time Management 93
The Emotions of Time Management 94

"I'll Study in My Free Time" … and When Is That? 94

Schedule Your Way to Success 95

Quick Study Eight Ways to Master Time Management 96

How Time Flies! 99

Exercise 4.1 So Much to Do—So Little Time 101

The "P" Word. Read This Section *Now*! … or Maybe Tomorrow…or… 102

Beyond Juggling: *Realistically* Manage Work, School, and Personal Life 104
Alternating 104
Outsourcing 104
Bundling 105
Techflexing 105
Simplifying 105

Time Is Money! 105

Exercise 4.2 How Fiscally Fit Are You? 106
The Perils of Plastic 106

Exercise 4.3 Create a Spending Log 107

Box 4.1 Top Ten Financial Aid FAQs 110

Exercise 4.4 Map Your Spending 111

Choose Safe Stress 112

Exercise 4.5 Workplace Stress Survey 113
Anxiety 115
Depression 116

Curiosity: Strategize to Stress Less 118

Now *What Do You Think?* 119

Your Plans for Change 119

Reality Check 119

5 Thinking Critically and Creatively 121

Readiness Check 121
Focus **Challenge Case** Desiree Moore 122
What Do You Think? 123
Start with Why 124
What Is Critical Thinking? 125
A Four-Part Model of Critical Thinking 126
I. Reasoning: The Foundation of Critical Thinking 126
Exercise 5.1 Aspen Commons Apartment Complex Case Study 132
II. Problem Solving: The Basic How-To's 133
III. Decision Making: What's Your Style? 134
IV. Thinking about Your Thinking 135
Becoming a Better Critical Thinker 136
Creativity: "Thinking outside the … Book" 137
Ten Ways to Become a More Creative Thinker 138
Quick Study How to Let Your Creative Juices Flow 140
Career Outlook: Examine Your Thinking 141
Now *What Do You Think? 141*
Your Plans for Change 141
Reality Check 142

6 Learning Online 143

Readiness Check 143
Focus **Challenge Case** Dario Jones 144
What Do You Think? 145
Start with Why 146
The Basics of Online Learning 148
Online Learning Options 148
Learning Strategies for Asynchronous Classes 150
Exercise 6.1 A Day in the Life of an Online Student 153
Learning Strategies for Synchronous Classes 154
Writing Effective Online Messages 156
Exercise 6.2 How *Not* to Win Friends and Influence People Online 158
Research Skills and Your College Success 159
Navigating the Library 160
Information Literacy and Your College Success 161
Step 1. Define 161
Step 2. Locate 163
Box 6.1 The Top Five Research Mistakes First-Year Students Make: Advice from a Reference Librarian 163
Step 3. Select 164
Step 4. Organize 164
Exercise 6.3 Selecting Research for a Class Assignment 165
Step 5. Use (Ethically) 166
Downloading Your Workload: The Easy Way Out? 166
Quick Study Do Paraphrase; Don't Plagiarize 168
Control: Your Toughest Assignment 169
Now *What Do You Think? 169*
Your Plans for Change 170
Reality Check 170

7 Engaging, Listening, and Note-Taking in Class 171

Readiness Check 171
Focus **Challenge Case** Rachel White 172
*What Do **You** Think? 173*
Follow the Rules of Engagement 174
Start with Why 175
Listening with Focus 178
"Easy Listening" Is for Elevators—Focused Listening Is for Classrooms 178
Listen Hard! 179
Exercise 7.1 Practice Your Soft and Hard Listening Skills 180
Get Wired for Sound 181
Identify Lecture Styles So You Can Modify Listening Styles 181
Box 7.1 Listening Tips If English Is Your Second Language 182
Turn Listening Skills into Note-Taking Skills 183
Exercise 7.2 How Well Do You Listen? 183

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Different Strokes for Different Folks: Note-Taking by the System and Subject 184
Outlining 187
The Cornell System 188
Mind Maps 189
Powerpoint Miniatures 190
Sketchnotes 191
Boxing 191
Note-Taking by the Book 192
Note-Taking by the Subject 193
Ask and You Shall Receive 194
Career Outlook: Note-Taking on the Job 195
Using Lecture Notes 196
Quick Study Note-Taking Do's and Don'ts 197
Now *What Do You Think?* *198*
Your Plans for Change *198*
Reality Check *198*

8 Reading, Writing, and Presenting 199

Readiness Check *199*
Focus **Challenge Case** Katie Alexander 200
What Do You Think? *201*
Build Your Reading Skills 202
Start with Why 203
Recognize the Building Blocks of Language 203
Curiosity: Hints for Non-Native Speakers of English 205
Learn to "Read between the Lines" 206
Exercise 8.1 Two-Way Inferences 207
Read Right! 207
Exercise 8.2 Channel Chooser 212
Write Right! 213
Writing as a Process 214
Prewriting 214
Writing 215
Rewriting 215
Exercise 8.3 What's in an "A"? 217
Build a Better Paper: The Seven C's 217
Box 8.1 Paper Submission Checklist 219
Deliver a Better Presentation: The Seven P's of Speaking 220
Quick Study 9 Ways to Hack Your Speaking Anxiety 221
Box 8.2 PowerPoint or PowerPointless? Five Ways to Make Your PowerPoint Pop 222
Now *What Do You Think?* *224*
Your Plans for Change *225*
Reality Check *225*

9 Developing Memory, Taking Tests 227

Readiness Check *227*
Focus **Challenge Case** Kevin Baxter 228
What Do You Think? *229*
The Three R's of Remembering: Record, Retain, Retrieve 230
Start with Why 231
Your Working Memory: Record 232
Exercise 9.1 Subjective Memory Test 233
Your Long-Term Memory: Retain and Retrieve 234
Quick Study "Five Major Ways to Maximize Your Memory" 235
Curiosity: Act on Your Memory 236
Testing 1, 2, 3 . . . *Show* What You *Know* 237
Before the Test: Prepare Carefully 238
Cramming: Does "All or Nothing" Really Work? 240
Test Taking: High Anxiety? 241
Exercise 9.2 Test Anxiety Survey 242
During the Test: Focus and Work Hard 246
Taking Objective Tests 247
Taking Subjective Essay Tests 251
Don't Cheat Yourself! 253
After the Test: Continue to Learn 255
Now *What Do You Think?* *257*
Your Plans for Change *257*
Reality Check *258*

10 Communicating in Groups, Valuing Diversity 259

Readiness Check 259
Focus **Challenge Case** Serena Jackson 260
*What Do **You** Think? 261*
Start with Why 262
Exercise 10.1 How Would You Respond? 264
What Is Emotional Intelligence? 264
Can Emotional Intelligence Be Improved? 267
Communicating in Groups: Soft Skills Are Hard! 268
Exercise 10.2 What Are Your Views on Groupwork? 269
Why Groups in College? 269
Quick Study The Top 10 Rules of Responsible Group Membership 271
Why Groups at All? 272
Communicating in Important Relationships 272
Career Outlook: Make It Personal 273
Managing Conflict: Life Is Not a Sitcom 274
Exercise 10.3 What's Your Conflict Style? 275
Diversity Makes a Difference 276
Exercise 10.4 Your Views on Diversity 277
Appreciate the American Mosaic 279
Box 10.1 Service-Learning: Learning by Serving 281
What's Your CQ? 283
Exercise 10.5 Diagnosing Your Cultural Intelligence 284
Now *What Do You Think? 285*
Your Plans for Change 285
Reality Check 286

11 Choosing a College Major and Career 287

Readiness Check 287
Focus **Challenge Case** Ethan Cole 288
*What Do **You** Think? 289*
Start with Why 290
What's the Connection? 291
College in a Box? 291
How Do the Disciplines Connect? 292
How to Choose a Major and a Career 293
Step 1: Discover Your Bliss 294
Exercise 11.1 The Four Ps: Passion, Purpose, Practicality, Promise 295
Step 2: Conduct Preliminary Research 296
Quick Study Designing Your Life 297
Exercise 11.2 What Are Your Job Preferences? 298
Step 3: Take a Good Look at Yourself 299
Step 4: Consider Your Major versus Your Career 300
Exercise 11.3 SWOT Analysis 301
Career Outlook: *Zoom In, Zoom Out* 306
Now *What Do You Think? 307*
Your Plans for Change 307
Reality Check 307

12 Creating Your Future 309

Readiness Check 309
Focus **Challenge Case** Anthony Lopez 310
*What Do **You** Think? 311*
Launching a Career: Plan Your Work and Work Your Plan 312
Start with Why 313
Try on a Career for Size 314
Exercise 12.1 What If . . . A Crystal Ball for Careers? 316
Build a Portfolio of Your Best Work 317
Brand Yourself 317
Network, Network, Network! 318
Write the Right Résumé and Cover Letter 319
Exercise 12.2 Cover Letter Critique 322

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Curiosity: Interviewing Virtually 323
Quick Study Interviewing Etiquette 324

Continuing Your Education 325

Put What You've Learned to Good Use: Ten Things Employers Hope You Will Learn in College 327

What Ifs 329
What If College Isn't Right for You? 329
What If You Can't Finish a Degree Now? 329
Now *What Do You Think?* 330
Your Plans for Change 330
Reality Check 330

Reality: FOCUS Exit Interview 331

Notes 335

Index 349

Introduction/Preface for the Instructor

FOCUS on Community College Success is specifically for use in college success or first-year seminar courses designed to help students acclimate to college and succeed academically. It is often the first text new students encounter in college. The infrastructure of the text is based on two ground-breaking pieces of research: The Academic Intrinsic Motivation Scale (AIMS) and the influential book, *How People Learn*. The research behind AIMS forms the basis for the text's C-Factors: Challenge, Curiosity, Control, and Career Outlook. Mini-articles on topics relating to these four pillars appear in every chapter with the goal of helping to increase students' motivation to keep reading and succeed in their college success courses. This structured approach to learning is described in more detail in Chapter 2, "Becoming Mindful, Setting Goals." Content based on *How People Learn* forms the basis for the text's Challenge→Reaction→Insight→Action steps in each chapter, a system to help students realize what they know (and don't) and how much they are learning.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Ancillary Package

Embracing Technology

MindTap College Success for *FOCUS on Community College Success* combines tools like a robust self-assessment, readings, flashcards, exercises, quizzes, and other digital activities designed intentionally to guide students through their course. This MindTap follows a "Learn It, Practice It, Apply It" structure that leads students through chapter-aligned activities and exercises, followed by authentic application opportunities.

- The College Success Factors Index (CSFI) is a personal success indicator that helps students identify their strengths and areas for growth in 10 key factors identified by researchers to affect college success. The CSFI kicks off MindTap College Success for *FOCUS on Community College Success*.
- "Learn It" activities align with the Reaction, Insight, and Action activities found in each chapter of the book.
- "Practice It" exercises align with the exercises found in each chapter of the book.
- "Apply It" activities are designed to bridge the understanding of chapter concepts with their real-world applications in both college and career.

Cengage Infuse for College Success is the first-of-its-kind digital learning platform that leverages the functionality of Learning Management Systems (LMS) so that instructors can enjoy simple course set up and intuitive management tools. Offering just the right amount of auto-graded content—like Concept Checks and Chapter Quizzes—you'll be ready to go online at the drop of a hat.

For Instructors

Additional instructor resources for this product are available online. Instructor assets include an Instructor's Manual, Educator's Guide, PowerPoint slides, and a test bank powered by Cognero. Sign up or sign in at www.cengage.com to search for and access this product and its online resources.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Acknowledgments

It's been said that "Achievement is a *we* thing, not a *me* thing, always the product of many heads and hands." There are so many people to thank that this acknowledgments section could be as long as a chapter of *FOCUS*! However, here I'll at least mention those who have contributed the most, including all the students over the last forty-plus years who have taught me more than I've ever taught them.

Family Let me start at the center of my life. My deepest thanks go to Steve, my dynamic and devoted husband, who is my role model and muse. As I *FOCUS*ed away in my loft office day after day and night after night, he brought me too many cups of coffee to count. I cherish his love and support. My daughters, Shannon and Stephanie, helped bring some much-needed balance to my life, and aside from being the sharpest young people on the planet, my grandtwins, Aidan and Ailie, have been a living learning laboratory for me. As they've grown up, they truly have taught me about of the pure joy of learning. And to my beautiful Mother to whom I finally said goodbye a few years ago, I miss you.

Reviewers The list of reviewers who have contributed their insights and expertise to *FOCUS* on Community College Success is long. I'd like to especially thank Regina Lewis of Pikes Peak Community College for her willingness to serve as the original consulting editor of *FOCUS on Community College Success*. And my heartfelt thanks to the reviewers who helped inform the sixth edition revisions:

Dr. Jenny Billings, Rowan-Cabarrus Community College; Dr. SimonPeter Gomez, Reinhardt University; Brenda Ludwig, Professor, Owens Community College; J. Miller, Georgia Military College; Dr. Liz Moseley, Cleveland State Community College; Robert Olmos, Counselor/Assistant Professor, Long Beach City College; Professor Rich Snyder, Lehigh Carbon Community College.

I'd be remiss to ignore the valuable input gained from reviewers of the previous editions of *FOCUS on Community College Success* who helped shape this book: Angie Anderson, Tennessee College of Applied Technology; Karen Baracskay Tri-County Technical College; Sharon Barnes Tennessee College of Applied Technology; Anitre Bell, Community College of Beaver County; Jenny Billings, Rowan-Cabarrus Community College; Tony Boyd, Maysville Community and Technical College; Annette Bui, Santa Ana College; Carolyn Coulter, Atlantic Cape Community College; Christie Cruse, Bloomfield College; Delphine Davis, Henry Ford College; Hester Furey, Georgia State University at Perimeter College; Tanya Harris-Rocker, Lake-Sumter State College; Angela Jackson, Georgia State University; Lois Kahl, Suffolk Community College; Shauna Moser, Rowan-Cabarrus Community College; Angie Smith, Georgia State University; Tammara Walker, Rowan-Cabarrus Community College; Keron Ward-Myles, Mountain View College; Carol Williams; Drexel University; Germaine Albuquerque, Essex County College; Jenny Billings Beaver, Rowan-Cabarrus Community College; Mary Ellen Beres, Westmoreland County Community College; Lynda Bennett, Blue Mountain Community College; Liz Boyd, Jefferson Community & Technical College;

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Beverly Brucks, Illinois Central University; Susannah Chewning, Union County Community College; Ann Marie Coons, Corning Community College; Colleen Courtney, Palm Beach State College; Myra Cox, City Colleges of Chicago, Harold Washington; Traci-Dale Crawford, Thomas Nelson Community College; Jean M. Davis, Florida Community College at Jacksonville; Melanie Deffendall, Delgado Community College; Mark Deitrick, Community College of Beaver County; Anne Dickens, Lee College; Gregory Dieringer, University of Akron; Michael Discello, Pittsburgh Technical Institute; Sammie Dortch, City Colleges of Chicago, Harold Washington; Shirley Flor, San Diego Mesa College; Maria Galyon, Jefferson Community& Technical College; Wendy Grace, Holmes Community College; Evelyn Green, City Colleges of Chicago, Harry Truman; Laurene M. Grimes, Lorain County Community College; Anne M. Gupton, Mott Community College; Amy Harrell, Nash Community College; William Hysell, Mohawk Valley Community College; Cynthia S. Johnson, Palm Beach Community College; Benjamin G. Kramer, New River Community College; Joseph Kornoski, Montgomery County Community College; Judy Kronenberger, Sinclair Community College; Carol Kushner, Dutchess Community College; Christine Landrum, Mineral Area College; Lois Lawson-Bridell, Gloucester County College; Amelia Leighton, Jackson Community College; Jeanine Long, Southwest Georgia Technical College; Marian Macbeth, J. Sargeant Reynolds Community College; Sandra Mahon, Community College of Allegheny County; Michael G. McCreary, Florida Community College at Jacksonville; Cherie Meador, Daley College; Mark A. Mills, Florida Community College at Jacksonville; Jennifer D. Morrison, J. Sargeant Reynolds Community College; Amber Morgan, Greenville Technical College; Mita Noor, Los Angeles Pierce College; Bob Noyes, Tidewater Community College; Bonnie Tamra Ortgies-Young, Georgia Perimeter College; Porter Pajka, Luzerne County Community College; Kate Pandolpho, Ocean County College; Patricia Parma, Palo Alto College; Richard Patete, Keiser University; Gail Platt, South Plains College; Mary Poole, Madisonville Community College; Carlos Rivera, Essex County College; Cristina Rodriguez, Los Angeles Pierce College; Rebecka Sare, Polk State College; René Sawyer, Greenville Technical College; Lynnae Selberg, Grand Rapids Community College; Janet Sims, Cleveland Community College; Camilla Swain-Ledoux, Ivy Technical College; Claudia Swicegood, Rowan-Cabarrus Community College; Ivanhoe Tejeda, City Colleges of Chicago, Harold Washington; Karla Thompson, New Mexico State University Carlsbad; Carrie Tomko, University of Akron; Susan Todd, Jefferson College; Kirstin Wiley, Bluegrass Community and Technical College; Janice Woods, Mohave Community College.

The Cengage Team No book, of course, gets very far without a publisher, and *FOCUS* has had the best publishing team an author could ask for. True professionals who combed pages and probably did more than I'll ever know have worked on this book: Daniel Saabye, Content Manager; and Lori Hazzard, Senior Project Manager at MPS Limited. And a heartfelt thanks to freelance editor, Marita Sermolins Bley, truly the best-in-the industry, and to Annie Mitchell and Sean Wakely, who believed in this project at its very start at Cengage.

Other Contributors I'd like to thank my colleagues at UCCS who have helped me develop many of the ideas in this book, whether they know it or not—all the First-Year Seminar (Gateway Program Seminar) faculty past and present. I also can't go without thanking the many authors who granted me permission to use their work, and two

essential scholars who allowed me to use, apply, and extend their research throughout the book, including Brian French and John Bransford.

Above all, *FOCUS* has taught me truly to focus. Writing a book takes the same kind of endurance and determination that it takes to get a college degree. My empathy level for my students has, if anything, increased—and I am thankful for all I've learned while writing. It has been a cathartic experience to see what has filled each computer screen as I've tapped, tapped, tapped away. Ultimately, what I have chosen to put into each chapter has told me a great deal about who I am, what I know (and don't), and what I value. There's no doubt: I am a better teacher for having written this book. May all my readers grow through their *FOCUS* experience, too.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Meet the Cast

The *FOCUS* cast is based on real students who've taken a course very similar to the one that you're in right now. While we've used photos of different people, the information about the cast, what they've learned and advice they want to share is passed on directly from these students.

Deboraht Suarez/Shutterstock.com

Chapter 1 Carson Reed

Hometown: Highlands Ranch, Colorado

Major: Business

Lessons Learned: Carson realized that he had to learn how to motivate himself, especially when it came to studying, because no one was telling him he had to do it. He also realized how important it is to get to know people in his classes. "This helps because if you can't show up to class … you can always get the notes from a friend, and you can gather your friends to make study groups to help ace those tests."

Toughest First-Year Class: World Politics. In every other class, Carson had some prior knowledge about the subject, but everything about World Politics was brand new. Carson says this made the class enjoyable!

Advice to New Students: "Take good notes. Your test grade does in fact reflect your note-taking capability. If just taking bullet point notes isn't your style, try using different note-taking techniques."

Free Time: Play basketball, go to the gym, play video games, hang with friends

New Africa/Shutterstock.com

Chapter 2 Sylvia Sanchez

Hometown: I've lived all over Colorado. I consider the whole state to be my hometown!

Major: Nursing with a minor in psychology

Lessons Learned: Sylvia is still learning lessons about college. She keeps growing and discovering new things about herself and has made lifelong friends. She plans to remember college as the best years of her life!

Toughest First-Year Class: Anatomy … It was hard to study ***all*** the time.

Advice to New Students: "Listen to your heart; it will lead you to the right place. Take every opportunity that comes to you because college is about finding out who you are and what you want from life."

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Darren Baker/Shutterstock.com

Chapter 3 Tammy Ko

Hometown: Manitou Springs, Colorado

Major: Marketing

Lessons Learned: Juggling a part-time job while in school, Tammy loved meeting new people, but she regretted not talking to other students about which instructors and courses to take toward her marketing major. To succeed, she says, you've "gotta give it all you've got!"

Toughest First-Year Class: Microeconomics because it wasn't like high school courses that just required memorizing a lot of facts.

Advice to New Students: "Talk to other students to learn about the best instructors, and make sure you are studying something that you are interested in."

Dean Drobot/Shutterstock.com

Chapter 4 Derek Johnson

Hometown: Colorado Springs, Colorado

Major: Communications/Recording Arts

Lessons Learned: Even though he's not married and has no children, Derek and his case study character have much in common—too much to do and too little time! Derek felt his biggest mistake in college was not asking enough questions in class. He knows now he should have asked for clarity on content or assignments he didn't understand.

Toughest First-Year Class: English because he and his instructor had differing opinions, but he communicated through the tough spots and earned an "A."

Advice to New Students: "Surround yourself with positive people. As the saying goes, 'You are the company you keep.' I've seen many of my friends drop out because the people they called friends were holding them back from their full potential."

Free Time: Composing music and producing films

Bgstock72/Shutterstock.com

Chapter 5 Desiree Moore

Hometown: Colorado Springs, Colorado

Major: MA Communication

Lessons Learned: Organization, time management, study groups, and note cards

Toughest First-Year Course: Psychology because in this class I had to be very organized to keep my notes in order. There were only two exams in this class during the entire semester. I did not organize my notes or my time very well.

Advice to New Students: "Get to know your professors, ask questions, and have a study buddy."

Free Time: In my free time, I work out at the gym. I also spend quality time with my friends and family.

Alexander Image/Shutterstock.com

Chapter 6 Dario Jones

Hometown: Fountain, Colorado

Major: MA, Communication

Lessons Learned: Start strong, work hard, and finish strong

Toughest First-Year Course: Math 099

Advice to New Students: "Get to know your instructors and fellow classmates. Ask questions in class when you're not sure about something."

Free Time: What free time? To relax, I listen to jazz or classical music, or I'll stream something interesting to watch.

Maria Evseyeva/Shutterstock.com

Chapter 7 Rachel White

Hometown: Denver, Colorado

Major: Philosophy

Lessons Learned: Go to class!

Toughest First-Year Course: Intro to Geography (it might have been easier if I'd gone to class).

Advice to New Students: "Balance fun and schoolwork, so you don't get burned out on either one!"

Free Time: Acting and improv

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

AnandaBgd/E+/Getty Images

Chapter 8 Katie Alexander

Hometown: Colorado Springs, Colorado. Because she went to college in her hometown, Katie really enjoyed the opportunity college provided to meet new people.

Major: Nursing

Lessons Learned: Spending her free time with her friends watching movies, going bowling or dancing, and just hanging out, Katie found that like her *FOCUS* Challenge Case character, she, too, would make up excuses to get out of studying and doing her homework. She quickly learned the importance of reading and taking notes. "As weird as it may sound, reading cuts your end study time by more than half. Reading the material ahead of time helps you understand everything so much better when you sit in class or log in online."

Advice to New Students: "Stay motivated. College is going to *fly* by! If you stay motivated and get good grades, it really will be over before you know it."

TheVisualsYouNeed/Alamy Stock Photo

Chapter 9 Kevin Baxter

Hometown: St. Paul, Minnesota

Background: Portraying a student returning to school after fifteen-plus years in the working world, Kevin is currently completing a degree at University of Colorado at Colorado Springs.

College Memories: Kevin remembers how much he liked the different social environment college provided after graduating from high school.

Toughest First-Year Course: English Composition, because writing wasn't exactly his forte.

Advice to New Students: "Study hard, and use your time wisely."

Free Time: Woodworking, hiking, and climbing

Hugo Felix/Shutterstock.com

Chapter 10 Serena Jackson

Hometown: Denver, Colorado

Major: Nursing

Toughest First-Year Course: Biology, because the way the class was taught in college (lecture-based) was very different than the way classes were taught in high school. She had to learn on her own what material was most important to study.

Lessons Learned: Serena wishes she had gone to more study groups and devoted more of her time to subjects that she struggled with in order to be more successful. She also would have asked for help from professors since she now realizes they are fully ready to help students become better in their class.

Advice to New Students: "Make the most out of your college years. Make new friends because they could be great resources in the future. Also, if your professors tell you to read something, make sure you read the entire thing and you are able to teach it back to them because that will help your grade."

Free Time: Hanging out with friends, participating in club events, and volunteering

Helpful Study Apps: Quizlet, MindTap, and Study Blue help Serena study for upcoming quizzes and exams.

VGstockstudio/Shutterstock.com

Chapter 11 Ethan Cole

Hometown: Fort Morgan, Colorado

Major: Sociology

Lessons Learned: Like his FOCUS Challenge Case character, Ethan noticed that he, too, didn't always push himself to reach his potential. But he learned through his first-year seminar course that he is responsible for himself and that instructors aren't like high school teachers. They will let you fail a class if you don't do what you need to. It's up to you.

Advice to New Students: "Not only did getting involved on campus help me have more fun in school, but it has also helped me academically. It taught me how to manage my time and has made it so much easier for me to participate with confidence in class. Just make sure you get what you need to do done, and you will enjoy your college experience so much more."

Free Time: "Free time? What's that?! I'm too busy to have free time!" (But he secretly admits he snowboards, plays guitar, draws, and spends time with friends.)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Luna Vandoorne/Shutterstock.com

Chapter 12 Anthony Lopez

Hometown: Aguascalientes, Mexico

Major: Spanish with an emphasis on secondary education

Lessons Learned: Anthony is extremely involved on campus and within his community—he is president of the Association of Future Teachers, sings with his church choir, plays intramural soccer, and works for the Air Force on weekends. Anthony thinks one mistake he made in his first term was that he procrastinated with homework because his new freedom let him think he could have fun first and study later, but he quickly learned he was wrong.

Advice to New Students: "Be smart and be involved, but always do your schoolwork first. If you are involved on campus, you will meet people that will help make your college experience easier and more fun."

About the Author

Larry Harwood Photography. Property of Cengage Learning

Constance Staley

Constance Staley is a Professor of Communication at the University of Colorado, Colorado Springs, where she directed the First-Year Seminar Program for nearly 25 years. An award-winning teacher, Dr. Staley designs and teaches online courses (Professional Presentations), hybrid courses (Communication, Training, and Consulting), and face-to-face courses (Conflict Management). She is the author of a faculty training package, *Teaching College Success*, as well as the ground-breaking resource manual *50 Ways to Leave Your Lectern*. A well-known name in FYE circles, Staley is a leader in faculty development nationwide. During a three-year leave from the University of Colorado, Dr. Staley joined an East Coast Fortune 500 company to design and deliver its management and supervisory training. She also represented the university as a Fulbright Scholar, teaching in the former Soviet Union. Dr. Staley earned a B.S. in education, an M.A. in linguistics, and a Ph.D. in communication. She is the author of *FOCUS on College Success*, *FOCUS on Community College Success*, and the coauthor of *FOCUS on College and Career Success* with Steve Staley.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Introduction to Students

Dear Reader,

This book is different. It won't coerce, coddle, caution, or coax you. Instead, it will give *you* the tools you need to coach yourself. Ultimately, this book is about you, your college career, and your career beyond college. It's about the future you will create for yourself.

FOCUS on Community College Success stars a cast of twelve students, like a stage play. One student "actor" is featured in each chapter's opening case study. All twelve cast members reappear throughout the book, so that you'll get to know them as you read. I've been teaching for more than forty years now and worked with thousands of students. Each case study is about a real student (with a fictitious name) that I've worked with or a mixture of several students. You may find you have some things in common with them. But whether you do or not, I hope they will make this book come to life for you.

I love what I do, and I care deeply about students. I hope that comes through to you as a reader. You'll see that I've inserted some of my personality, had a bit of fun at times, and tried to create a new kind of textbook for you. In my view, learning should be engaging, personal, memorable, challenging, and fun.

Most importantly, I know that these next few years hold the key to unlock much of what you want from your life. And from all my years of experience and research, I can tell you straightforwardly that what you read in this book works. It gets results. It can turn you into a better, faster learner. *Really?* you ask. Really! The only thing you have to do is put all the words in this book into action. That's where the challenge comes in.

Becoming an educated person takes time, energy, resources, and focus. At times, it may mean shutting down the six windows you have open on your computer, and directing all your attention to one thing in laser-like fashion. It may mean disciplining yourself to dig in and stick with something until you've nailed it. Can you do it? I'm betting you can, or I wouldn't have written this book. Invest yourself fully in what you read here, and then decide to incorporate it into your life. If there's one secret to college success, that's it.

So, you're off! You're about to begin one of the most fascinating, liberating, challenging, and adventure-filled times of your life. I may not be able to meet each one of you personally, but I *can* wish you well, wherever you are. I hope this book helps you on your journey.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Readiness: FOCUS Entrance Interview

Although you may not have experienced life as a new college student for long, we're interested in how you expect to spend your time, what challenges you think you'll face, what strengths you can build on, and your general views of what you think college will be like. Please answer thoughtfully.

Information About You

NAME _____

STUDENT NUMBER _____ COURSE/SECTION _____

INSTRUCTOR _____

GENDER _____ AGE _____

Your Background

1. Ethnic Identification (check all that apply):

___ American Indian or Alaska Native
___ Asian
___ Black or African American
___ Hispanic/Latino
___ Mixed Race (for example, one Caucasian parent and one Asian)
___ Native Hawaiian or Other Pacific Islander
___ Prefer not to answer
___ White

2. Is English your first (native) language?

___ yes ___ no

3. Did your parents graduate from college?

___ yes, both ___ yes, father only ___ yes, mother only ___ neither ___ not sure

Your High School Experience

4. If you are entering college soon after completing high school, on average, how many total hours per week did you spend studying outside of class in high school?

___ 0–5 ___ 6–10 ___ 11–15 ___ 16–20 ___ 21–25
___ 26–30 ___ 31–35 ___ 36–40 ___ 40+ ___ I am a returning student and attended high school some time ago.

5. What was your high school grade point average when you graduated?

___ A+ ___ A ___ A− ___ B+ ___ B
___ B− ___ C+ ___ C ___ C− ___ D or lower
___ I don't remember. ___ I earned a GED.

Information About This Semester/Quarter

6. How many credit hours are you taking this term?

____ 6 or fewer ____ 7–11 ____ 12–14 ____ 15–16 ____ 17 or more

7. Where are you living this term?

____ in campus housing ____ with my immediate family ____ with a relative other than my immediate family

____ on my own ____ other (please explain)

Working While in College

8. In addition to going to college, do you expect to work for pay at a job (or jobs) this term?

____ yes ____ no

9. If so, how many hours per week do you expect to work?

____ 1–10 ____ 11–20 ____ 21–30 ____ 31–40 ____ 40+

10. If you plan to work for pay, where will you work?

____ on campus ____ off campus ____ at more than one job

Your College Expectations

Your Reasons and Predictions

11. Why did you decide to go to college? (Check all that apply.)

____ because I want to build a better life for myself.

____ because I want to build a better life for my family.

____ because I want to be well-off financially in the future.

____ because I need a college education to achieve my dreams.

____ because my friends were going to college.

____ because my family encouraged me to go.

____ because it was expected of me.

____ because I want to prepare for a new career.

____ because I want to continue learning.

____ because the career I am pursuing requires a degree.

____ because I was unsure of what I might do instead.

____ other (please explain)

12. How do you expect to learn best in college? (Check all that apply.)

____ by looking at charts, maps, graphs

____ by writing papers

____ by listening to instructors' lectures

____ by engaging in activities

____ by reading books

____ by looking at symbols and graphics

____ by going on field trips

____ by talking about course content with friends or roommates

____ by looking at color-coded information

____ by taking notes

____ by listening to other students during in-class discussions

____ by actually doing things

13. The following sets of opposite descriptive phrases are separated by five blank lines. Put an X on the line between the two that best represent your response, like this: For me, high school was easy _____:__X__:_____:_____:_____ hard

I expect my first term of college to:

challenge me academically _____:_____:_____:_____:_____ be easy
be very different from high school _____:_____:_____:_____:_____ be a lot like high school
be exciting _____:_____:_____:_____:_____ be dull
be interesting _____:_____:_____:_____:_____ be uninteresting
motivate me to continue _____:_____:_____:_____:_____ discourage me
be fun _____:_____:_____:_____:_____ be boring
help me feel a part of this school _____:_____:_____:_____:_____ make me feel like an outsider

14. How many total hours per week do you expect to study outside of class for your college courses?

____ 0–5 ____ 6–10 ____ 11–15 ____ 16–20 ____ 21–25
____ 26–30 ____ 31–35 ____ 36–40 ____ 40+

15. What do you expect your grade point average to be at the end of your first term of college?

____ A+ ____ A ____ A− ____ B+ ____ B
____ B− ____ C+ ____ C ____ C− ____ D or lower

Your Strengths, Personality, and Interests

16. Please identify your *strengths*—personal characteristics that will contribute to your college success. (Check all that apply.)

____ a. I am good at building relationships.
____ b. I can usually convince others to follow my plan.
____ c. I like to win.
____ d. I work toward future goals.
____ e. I like to be productive and get things done.
____ f. I have a positive outlook on life.
____ g. I'm usually the person who gets things going.
____ h. I enjoy the challenge of learning new things.
____ i. I am focused.
____ j. I can usually look at a problem and figure out a plan of action.
____ k. I work to keep everyone happy.
____ l. I'm a take-charge kind of person.
____ m. I help other people develop their talents and skills.
____ n. I'm a very responsible person.
____ o. I can analyze a situation and see various ways things might work out.
____ p. I usually give tasks my best effort.

17. How confident are you in yourself in each of the following areas? (1 = very confident, 5 = not at all confident)

____ overall academic ability
____ mathematical skills
____ leadership ability
____ reading skills
____ public speaking skills
____ study skills
____ technology skills
____ physical well-being
____ writing skills
____ social skills
____ emotional well-being
____ teamwork skills

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

18. For each of the following pairs of descriptors, which set sounds most like you? (Choose between the two options on each line and place a check mark by your choice.)

____ Extraverted and outgoing	or	____ Introverted and quiet
____ Detail-oriented and practical	or	____ Big-picture and future-oriented
____ Rational and truthful	or	____ People-oriented and tactful
____ Organized and self-disciplined	or	____ Spontaneous and flexible

19. *FOCUS* is about twelve different aspects of college life. Which are you most interested in applying to yourself in your academic work? (Check all that apply.)

____ Starting strong, building resilience
____ Becoming mindful, setting goals
____ Learning styles and studying
____ Managing your time, money, and stress
____ Thinking critically and creatively
____ Learning online
____ Engaging, listening, and note-taking in class
____ Reading, writing, and presenting
____ Developing memory, taking tests
____ Communicating in groups, valuing diversity
____ Choosing a college major and career
____ Creating your future

Your Challenges

20. Of the twelve aspects of college life identified in the previous question, which do you expect to be most challenging to apply to yourself in your academic work? (Check all that apply.)

____ Starting strong, building resilience
____ Becoming mindful, setting goals
____ Learning styles and studying
____ Managing your time, and money, and stress
____ Thinking critically and creatively
____ Learning online
____ Engaging, listening, and note-taking in class
____ Reading, writing, and presenting
____ Developing memory, taking tests
____ Communicating in groups, valuing diversity
____ Choosing a college major and career
____ Creating your future

21. Which one of your current classes do you expect to find most challenging this term and why?

Which class? (course title or department and course number) _____

Why? _____

Do you expect to succeed in this course? ____ yes ____ no ____ Perhaps (please explain): _____

22. Please mark your *top three areas of concern* relating to your first term of college by placing 1, 2, and 3 next to the items you choose (with 1 representing your top concern).

____ I might not fit in.
____ I might not be academically successful.
____ I'm not sure I can handle the stress.
____ I might overextend myself and try to do too much.
____ I might not reach out for help when I need it.
____ I might have difficulty making friends.
____ My grades might disappoint my family.
____ I may have financial problems.
____ I might cut class (in-person or online) frequently.
____ I might tend to procrastinate on assignments.

____ I might not put in enough time to be academically successful.

____ I might be tempted to drop out.

____ I might not be organized enough.

____ I may be distracted.

____ Other (please explain). _____

____ My professors might be hard to communicate with.

____ I might be homesick (because I've moved away).

____ I might be bored in my classes.

____ My job(s) outside of school might interfere with my studies.

Your Future

23. How certain are you now of the following (1 = totally sure, 5 = totally unsure)?

____ Finishing your degree

____ Choosing your major

____ Deciding on a career

____ Completing your degree at this school

____ Transferring to a four-year school

____ Continuing on to work toward an advanced degree after college

24. What are you most looking forward to in college?

25. Describe the best outcomes you hope for at the end of this first semester/quarter. Do you expect to achieve them? Why or why not?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

New To
This Edition

Updates and changes to this new edition are timely and substantial:

Start with Why. Why should students engage in a college success course? Often, the course is required, or it is an elective that doesn't count toward a major, or it carries no course credit at all. And yet research indicates that 87 percent or more of two-year institutions offer first-year seminars to provide new students with structured support. The first goal of any college success course should be to convince students of what they stand to gain in a first-year seminar. Cultural icon Simon Sinek believes that most people are all too ready to talk about "*what* we do" or "*how* we do it," when they should focus first on "*why*." As he claims in his massively popular bestseller and TED talk, we should *Start with Why*. Using accessible charts and statistics, this new feature discusses why each chapter's content is essential—right up front—by providing student-readers with strong reasons why the contents should be front and center in their college, and eventually career, experience. These features are highly current with convincing and memorable lessons.

Diversity and Inclusion. How often do students read textbooks that seem to them to have nothing to do with them? Applauded for its emphasis on diversity and inclusion since its first edition, the sixth edition of *FOCUS on Community College Success* is updated with even more diverse images, quotations, and examples so that all readers "see themselves" in the text's contents. Ideally, every college student needs a mentor, most likely in the form of an instructor, but in conjunction with a text that champions their cause. According to The American Council on Education, "The racial and ethnic makeup of the United States has undergone dramatic changes in just the last 20 years. That diversity comes with a host of benefits at all levels of education and in the workforce. Moreover, the current and future health of our nation—economic and otherwise—requires that the whole of our population have equitable access to sources of opportunity." Written expressly for them, *FOCUS on Community College Success*, does indeed champion the cause of all community college students.

Stress, Anxiety, and Isolation. Merely scan headlines or consult with campus counseling centers to realize the alarming mental health crisis facing colleges today. According to *The New York Times*, "As Americans head into [another] year of pandemic living, therapists around the country are finding themselves on the front lines of a mental health crisis. Social workers, psychologists, and counselors from every state say they can't keep up with an unrelenting demand for their services, and many must turn away patients—including children—who are desperate for support." The seclusion required by recent worldwide events—some say—has led to feelings of isolation and discouragement. Textbooks cannot solve readers' psychological problems, of course, but they can provide encouragement and present productive strategies to succeed amid the struggles of everyday life.

Online Learning and Technology. Community college students, like most college students, have been taking online classes for decades. However, as the pandemic propelled all learners into remote learning environments, many students discovered they are not well versed in strategies for success in online courses. How should students muster the motivation to persist in asynchronous classes? How should they cope with Zoom Fatigue—a well-documented reality—in synchronous classes? How should they read, write, and speak on-screen in a digital world?

Soft Skills. "In today's job market, what you can do is often less important than how you do it." According to the Bureau of Labor Statistics, today's workers will have twelve different jobs by the time they're fifty years old, and that number is expected to go up. Technology evolves at a mind-blowing pace, but soft skills—also called essential skills—are how work gets done. Teamwork, communication, emotional intelligence, critical thinking, time management, and creative problem solving—the skills enhanced by reading this text—are *durable* skills. These skills

have and will continue to persist, regardless of rapidly accelerating change. Connecting chapter content to students' intended careers is a prominent theme in *FOCUS*.

Learning to Learn. In a speech to the World Economic Forum, Canadian Prime Minister Justin Trudeau encapsulated a complicated problem in a memorable sentence: "The pace of change has never been this fast, yet it will never be this slow again." And as Alvin Toffler's *Future Shock* predicted: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." This principle is front and center in the sixth edition of *FOCUS*. Ultimately, a college success course is about learning to learn.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Organization of *FOCUS on Community College Success*

Each chapter of *FOCUS* begins with a case study of a new college student experiencing a challenge. Cases are based on real students the author has worked with over the years, and the problems these students are experiencing are real and common so that readers can immediately identify with them. In Chapter 1, for example, Carson Reed misjudges how difficult college classes will be; in Chapter 2, Sylvia Sanchez enters into her studies half-heartedly with unrealistic goals.

Student input is repeatedly sought in the text, particularly in activities and exercises and in terms of the Challenge→Reaction→Insight→Action system. A challenge is presented via the case study, after which readers are asked to provide a reaction to what they have just read. After content is introduced at the conclusion of each chapter, readers are asked about the insights they have gained from reading, followed by a request to note how they will apply the information and perhaps do things differently in the future. This learning system throughout the book is employed to help students assess their learning throughout the course. Exercises and reflection activities help keep students engaged in every chapter such that, in addition to learning about learning, student-readers will learn about themselves through their *FOCUS* experience.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Starting Strong, Building Resilience | 1

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to starting strong and building resilience, what are you most unsure about, if anything? Put check marks by the phrases that apply to you or write in your answer.
   - ☐ Whether college is right for me
   - ☐ What academic professionalism means
   - ☐ What different instructors expect
   - ☐ What it takes to succeed in college
   - ☐ How to deal with hurdles along the way
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll check with my instructors.
   - ☐ I'll ask my classmates.
   - ☐ I'll see how things go and adjust.
   - ☐ I'll wait and eventually figure it out.
3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ Who goes to community college and why
   - ☐ How to display academic professionalism
   - ☐ How campus resources can support you
   - ☐ Why college success courses are important
   - ☐ What resilience is and why you need it

YOUR READINESS FACTOR

1. How motivated are you to learn more about starting strong and building resilience in college? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Deboraht Suarez/Shutterstock.com

Focus
Challenge Case

Carson Reed

Ever since his high school graduation, the nudges and nagging had continued. "Hey, you'd better get on it," his Dad kept saying to him. His Mom warned, "Classes are filling up at the community college! I checked online." But Carson wasn't that sure about things. Was college really right for him? And was it right for him *now*? Why not wait a while? For now, he was doing just fine. He had a good-enough job with all the free ice cream he could eat, and he was constantly on the go. After several years of tense discussions, it was decided; he'd start classes at the local community college in the fall and see how things went. Frankly, school had never been Carson's thing, and he was worried that his study skills might be rusty.

Carson and his family were close. They texted back and forth all day, talked on the phone nonstop, and followed each other on Instagram, even though they lived in the same house! Strangely enough, the family member he was closest to was Allie, his sister. Even though she was eight years younger, they were good buddies—hanging out together sometimes on weekends, watching movies, popping popcorn, or finishing off a tub of ice cream late at night.

Allie was one of the reasons why he'd decided live at home and go to college nearby. When he finally agreed to give college a try, his Mom and Dad were overjoyed. "Nobody gets anywhere without a college degree," his Dad pronounced several times a week, as if he were some kind of expert.

Alefbet/Shutterstock.com

Although the decision about college was confusing, at least Carson was a confident, optimistic person. He was a bit of a rock star at home, and his parents liked to brag about him whenever they could. School had never been his strong suit particularly, but his bedroom was lined with wall-to-wall trophies for playing sports. He hadn't actually won any awards, but he had earned trophies for taking part. In fact, in a lot of ways, Carson was just an average guy—except that he had more friends than most people. He always slept with his phone beside him and checked it literally 150 times a day. His parents were always on his case about spending so much time on his phone, but, honestly, they were just as bad.

Deep down, Carson figured college would just be "grade 13," and he'd be able to get by. High school had been a breeze, and he never even cracked a book. His college classes got off to a decent start, especially his developmental English class, the one he didn't think he needed but was actually the most worried about. The classes were easy; they were just reviews of what he had learned in high school. He was meeting a few people, but for the most part,

Allstar Picture Library Ltd./Alamy Stock Photo; 123Render/iStock/Thinkstock

Persuasive Paper
Carson Reed
Persuasive Paper
Dr. Constance Staley
Feb. 1
iCloud
Have you ever lost phone and lost all the important information you saved? Me too. Isn't it a pain when you buy a new phone or tablet and have to manually enter contacts or redownload all the apps. Problem solved. As the tech world expands, companies try to create the best products and programs that make it easy for users to stay up to date with the ever changing technology. One of the best companies in the market currently is Apple. Apple has designed and created a program that makes saving, transferring, and locating information within a matter of minutes, called iCloud.
One of the main reasons why iCloud is great for user is because saving information on any Apple device is not hard. When a user sets up a new iCloud account, the default settings on an account automatically saves photos, notes, contacts, messages, etc. However, users can easily change these settings if they do not want iCloud to save and store certain information. The iCloud program also saves information like the games and apps a user has downloaded on their phone or Apple device. For most gaming apps, iCloud does not save the data within the game, so if a user switched devices then the data within the game will be lost. Although iCloud does not save gaming data, the program does save data that a user may consider important. Even though some data within apps does not get saved when transferring to a new device, the iCloud program saves and remembers the apps a user has downloaded, as well as the order they were arranged, on the iPhone or iPad. In addition, the iCloud program saves any passwords that the user enters, after asking permission to save each password after the user enters it.
13/13
Carson Ree
Submitted: no submission time
Assessment
Grade out of 100
50
Assignment Comments
Carson, I'm afraid you've totally boat on this assignment. Let's ta
Prof S
Download Submission Comments

he just drove to campus for classes and then drove home. He worked lots of hours at a neighborhood ice cream shop to help pay his bills, so finding study time was a challenge. But he was confident that everything would work out as it always had. Anyway, he figured that being able to say that he was in college probably sounded impressive.

But as the weeks went by, Carson noticed that the pace was picking up quickly in his classes. Sooner or later, he'd have to buckle down and think about what kind of job he wanted after college, if he could even find a good job after he graduated. But overall, he liked his instructors more than he expected to. "hey prof Smith how'd i do on my first essay in ur class" he fired off in an e-mail the second week. After he hit the send button, he wondered if that kind of informal writing would fly in college. Carson was used to texting; that's how he usually wrote.

The weeks rolled by, but around the middle of the semester, Carson got a shocking reality check. It came in the form of an F on his third developmental English paper. He couldn't believe it. He'd gotten a B on the first one, a C+ on the second one, and now an F. An F! Some students hadn't even turned a paper in; at least he should get some credit for that. He would have in high school! Carson had never gotten an F in his life—on any assignment in any class—ever. The F on his English paper made him begin to wonder about his grades in all his classes. He was right: he got a D on his history midterm, and his algebra professor had mentioned the words "early alert," which meant that he was turning in Carson's name to the Student Support Center because his grade was at risk. He had been trying to slide by like he had in high school, and now things were totally out of control. What was strange was how quickly it had happened! Major stress!

Carson was stunned. He'd never expected anything like this to happen. He had always thought of himself as a winner, but now he was beginning to feel like a loser, and he didn't like the feeling at all. He had to face the music, and more importantly, face his parents, who were helping him out financially as much as they could. He felt guilty and angry with himself for letting things go wrong. The questions began to mount: Did he belong in college? Was he smart enough? Should he drop his English class? And why did he have to take classes like history and algebra anyway? What would they possibly have to do with his future? Should he tell his parents he wanted to quit school? Or should he just wait and see and keep quiet for now? College was much more stressful than he expected, and he was tempted to give up. Right now, Carson wasn't sure it was worth the stress or the money.

Reaction: What Do *You* Think?

1. Why aren't things going the way Carson expected in college? Identify three reasons and explain them.
2. What should Carson do to get his college career on track? If he were your friend, what advice would you give him?
3. In your view, will Carson be successful in college? Why or why not?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

I am only one, But still I am one. I cannot do everything, But still I can do something; And because I cannot do everything I will not refuse to do the something that I can do.

Edward Everett Hale, American author (1822–1909)

Congratulations! You're in college. You've just started a new chapter of your life! As the saying goes, "The first step toward getting somewhere is to decide that you are not going to stay where you are." In choosing to go to community college, that's what you've decided. You're *not* going to stay where you are. Your journey has begun.

As a new college student, you may be feeling competing emotions: excitement and anxiety, happiness and sadness, exhilaration and fear. That's natural; your life is about to change forever. But as motivational speaker Tony Robbins says, "Change is inevitable." But, he quickly adds, "Progress is optional." Progress, specifically progress toward the future you want for yourself, is your goal, and that's what *FOCUS* is about—helping you make actual, steady, undeniable progress. This chapter will launch you on your journey by discussing essential elements of college that make or break many students. You'll read about starting strong and keeping your focus, even when challenges present themselves. This text and this class can make all the difference, but only on one condition: *You* have to keep *your* part of the bargain.

If you're like most students, there will be times along the way when you're tempted to throw in the towel. Some students do. You may wonder if college was a good decision for you or if it's worth all the effort. Having those thoughts from time to time isn't unusual.

But you can't go wrong by investing in your own future. A college education has the power to create a better life for you, and in the opinion of many people who look back on theirs, it's possibly the best thing they've ever done. If you read this text carefully and follow its advice, you will become the best student you can possibly be. You will learn practical tools to help you manage your life, and the advice here will take you beyond college into your career. That is this text's challenge to you as you begin your college experience.

Why Choose a Community College?

Why do people go to community college? Generally, people go to a community college to improve their skills or gain completely new ones. Many community college students differ from many four-year college students in ways like these: they attend school part-time, support themselves, work full-time, are single parents, waited to go on to college, or got their high school degrees in nonstandard ways.[1] (In fact, if you don't yet have a high school diploma or **GED**, your community college may be able to help you with that.)

GED stands for **g**eneral **e**ducation **d**evelopment; passing these tests is an alternative to earning a traditional high school diploma

- **Reason 1: Transitioning from High School to College.** If you finished high school recently, you may see college as the obvious next step. Like Carson, you'll find college to be a very different game. Think of it this way: Carson arrived at college, playing what he thought was a decent game of checkers. But he quickly discovered that his instructors expected him to play chess. He'd been successful in high school, and to the inexperienced eye, college looked like the same game board. After all, school is school, right? Wrong! Carson quickly discovered that college is a new game with different rules!

Start with *Why?*

1 Minute Read

Start with Why—it's the title of a best-selling book by cultural icon Simon Sinek. He's a British-American writer, a world-class expert on leadership, and a spellbinding motivational speaker, whether on the TED stage or anywhere else, for that matter. His TED talk "How Great Leaders Inspire Action" has had more than 57 million views. He has nearly 6 million followers on LinkedIn. The heart of his message is that rather than rushing to explain what we do and how we do it, we should start with why instead. Why influences everything else; it's about purpose. And when it comes to preparing for your future, why gives you real reasons to start college and stick with it.

Throughout this text, short "Start with Why" articles like this one will give you insider information. Why take this class? We live in times that are characterized by shifts, disruption, and change, and employers want to hire candidates who know how to learn, continually. Why learn about critical thinking skills? Or communication skills? Or attentiveness (as in, Focus)? In the chart that follows, you'll see that employers are seeking all the skills you'll learn in this class.

In fact, college success classes, like the one you're enrolled in right now, are so important that 87 percent of two-year schools offer one.[2] So take advantage of the opportunity! Reading "Start with Why" articles in each chapter will give you some solid reasons to help propel you toward success.

Carson Reed wondered about whether college was worth it, and eventually he worked his way through his challenges by making use of campus resources that were created with students like him in mind. When it comes to finishing what you've started in college, what is your why? Why prepare for a successful career and open up real possibilities for a better life? This text is all about finding the answers.

Maria Aufmuth/Getty Images Entertainment/Getty Images

"You have to be stubborn about your purpose."

Simon Sinek, leadership expert and motivational speaker and writer

CENGAGE
MORNING CONSULT
These are the top five skills today's employers are looking for in job candidates:
74%
Learning Skills
70%
Attention to Detail and Attentiveness
69%
Effective Communication
67%
Critical Thinking
65%
Interpersonal skills and active learning/learning new skills
Employer Survey: Conducted fall of 2018 in partnership with Morning Consult, among 652 managers and HR decision-makers.

Source: This chart was published in a Cengage Twitter feed at https://twitter.com/cengagelearning/status/1098359658375335938?lang=en

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

marketplace of ideas a place where many ideas are exchanged freely

Other students you know may have gone off to college somewhere else. But you considered things like cost and convenience and chose a college in your own community. A community college is a *real* college—a **marketplace of ideas**, where you can try out all kinds of new things. Don't assume that community colleges are second-rate. They make good sense for many reasons. For example, community colleges often offer more personal attention and potentially more one-on-one time with instructors. Community colllege students are also more likely to take online classes and to prefer them since they may best fit their circumstances, such as job or family obligations.[3] A community college that focuses on teaching—and on you—can be a good place to be.[4]

Icon Sports Wire/Getty Images

"Speed has never killed anyone, suddenly becoming stationary … that's what gets you."

***Jeremy Clarkson, British racing broadcaster and star of the television shows* Top Gear and The Grand Tour**

A community college can also be a great place to test the waters. Before plunging into a university setting (often with higher tuition rates), you want to see if college is right for you. After you get into the rhythm of your classes, you may decide you've made a good decision. Or you may decide to wait until your life is less complicated or your head is in the right place.

Ultimately, the decision is up to you. But if you consider dropping out sometime during your first semester, do your homework first. Make the decision for the right reasons, not because you failed a test, dislike a class, or ran out of steam.

Think about it: A college education is one of the best investments you can make. Someone can steal your car or walk away with your cell phone, but once you've earned a college degree, no one can ever take it from you. Your choice to go to college will pay off in many ways.

- **Reason 2: Going Back to School after a Break.** Perhaps you've tried college before and quit. But now you've decided to get back on the road to success. Maybe you're absolutely committed to making it this time, so you're more motivated. Something may have changed in your life, or you worked to save up for college for a while, or you've been a stay-at-home parent, or you have an employer now who will help foot your tuition bill.

  One of the most interesting things about community colleges is the amazing mix of students from all walks of life. You're just as likely to be sitting beside a grandmother who's decided it's her turn now, a soldier who's just come back from overseas, or an employee gaining credentials for a promotion. Adult community college students are practical, self-directed learners who want to build on their past experiences and apply what they learn to their everyday lives.[5] Does that describe you?

  Or perhaps you're returning to school to gear up with a select course or two. For example, maybe you have a new job that requires giving virtual presentations, and the thought of it terrifies you. So you take a course to help you overcome your fear of public speaking in an online setting. You don't necessarily want a degree; you just want to take a course or two or earn a certificate or badge. There's probably no better place than a community college to meet those kinds of focused needs.

Exercise 1.1 We'd Like to Get to Know You . . .

Take a few minutes to finish the following statements. Think about what each sentence says about you. Your instructor will give you further instructions on how to proceed by discussing your responses as a group via Zoom or posting to a discussion board, for example.

1. I'm happiest when _____.
2. If I had an extra $100, I'd _____.
3. The thing I'm most proud of is _____.
4. Once people get to know me, they're probably surprised to find I'm _____.
5. I've been known to consume large quantities of _____.
6. I'd rather be _____ than _____.
7. My best quality is _____.
8. My worst quality is _____.
9. The academic skill I'd most like to develop is _____.
10. One thing I'd like to figure out about myself is _____.

People go to a community college like yours at a particular point in their lives for a variety of reasons. As you consider how you finished these statements, explore these additional questions: What is your background and why are you here?

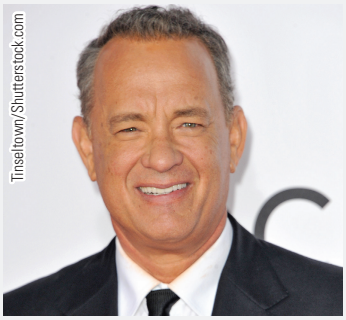
Who goes to community college? Take a look at these statistics:

- 44 percent of all college students nationwide attend community colleges.
- 28 is the average age.
- 57 percent are female.
- 6.5 percent are veterans and active duty military.
- 15 percent are single parents.
- 33 percent are the first in their families to go to college.
- 66 percent attend school part-time; most students work for pay in addition to going to school.
- 45 percent are Hispanic, Black, Asian/Pacific Islander, or mixed race students, with the Latino population increasing most rapidly.[6]

Earning a Two-Year Degree

If you're in college to earn a degree, an associate degree will prepare you to go one of two ways in a relatively short amount of time: (1) into a career or (2) on to further education. If you want a career-oriented associate degree, in two years you can train for one of the fastest-growing jobs in the economy

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.



"I went to college because I didn't have anywhere else to go and it was a fabulous hang. And while I was there I was exposed to this world that I didn't know was possible."

Tom Hanks, actor, attended Chabot College, Hayward, California, and transferred to California State University, Sacramento

by taking approximately twenty classes. The seven best jobs for the future requiring a two-year degree include becoming a registered nurse, electrial technician, dental hygienist, funeral service director, cybersecurity specialist, radiology technician, and paralegal.[7] If you prefer hands-on coursework and a career like one of these is your goal, a community college is exactly the right place for you. (It's also quite possible that you couldn't prepare for some of these specific degrees at a four-year institution.)

Instead of a career-oriented associate degree, you may want to earn a fairly general two-year degree to apply toward a bachelor's degree at a university. Part of the coursework you'll complete to get an associate degree will consist of core requirements or general education courses, like writing and speaking, that apply to any career field. If those are your plans, you'll leave your community college with transferable courses when the time comes (see Box 1.1).[8] On the other hand, you may want to pick and choose your classes so that you can transfer your credits to your intended major at a four-year school.

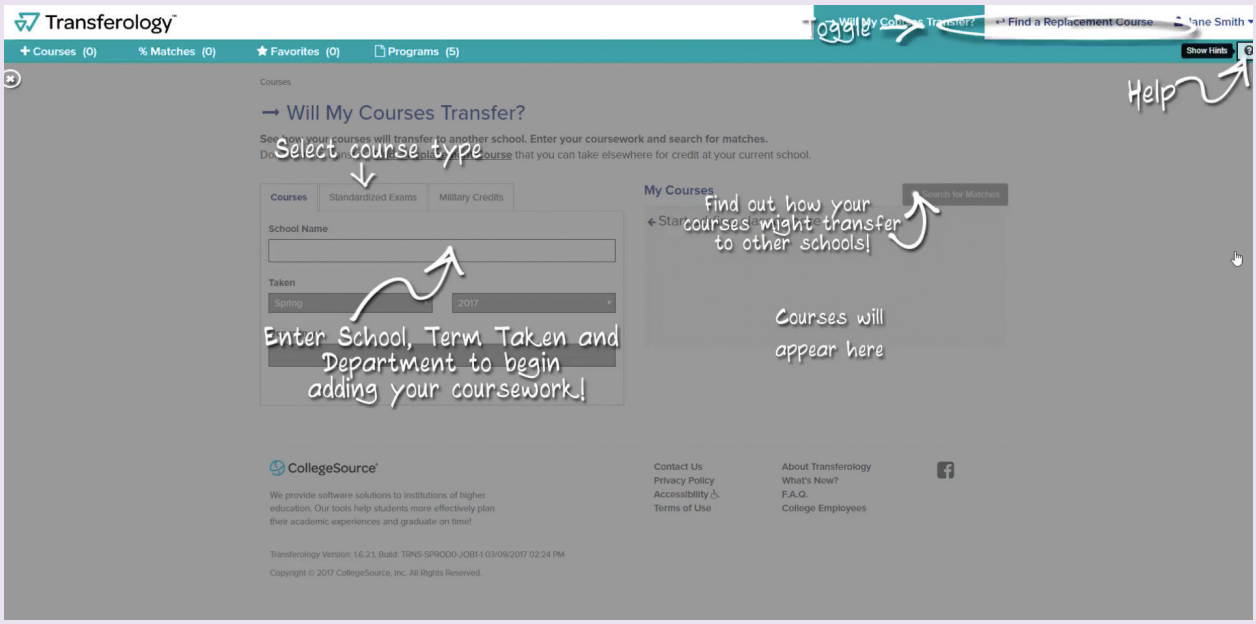
articulation agreement a formal partnership between two or more institutions of higher education

Box 1.1 Taking the Mystery Out of Transferring

Transferring to a university after beginning classes at a community college can seem like an intimidating process. In fact, 78 percent of entering community college students express that transferring to a four-year institution is a goal; however, only 31 percent actually do transfer. If transferring is one of your goals, what do you need to know to make it work?

1. **Begin with the end in mind.** Many community colleges and universities have statewide transfer **articulation agreements**, meaning they have worked out the fact that sixty credits at a community college will transfer over to a four-year degree at a university. If you know you'll transfer, communicate with your four-year transfer school early on so that you don't waste time and money by taking too many courses or the wrong ones. The university can tell you how to best prepare for your intended major there; begin a dialogue with the university as early as possible. While a semester-to-semester approach to college is a good idea, it may cost you in the long run, especially if you take courses that don't transfer. Think about your end goal. (See, for example, the Colorado Department of Higher Education website, a good model, for examples of articulation agreements at institutions within the state of Colorado Transfer Degrees/Higher Education. [https://highered.colorado.gov/transfer-degrees].) Check the Department of Higher Education for your state to see a list of articulation agreements in place.
2. **Ask if classes are *Transferable* or *Applicable*?** Understand that there's a difference between community college courses that are *transferable* and courses that are *applicable*. A course from a community college can be transferable to a four-year university but may not be applicable to a specific degree program. The course may transfer in as general or elective credit but not count for your degree program. For example, you may take several history courses that are all transferable, but since you are pursuing a biology degree, only one history course is applicable. Although the courses could apply to other degree programs, only one applies to your selected program.
3. **Read the fine print.** Realize that earning a two-year associate degree may be highly valuable, but it may not necessarily be the best option for transferring to a four-year university. Courses that are required for an associate degree at your community college may differ from those required by a specific major at the university. If you want to pursue a bachelor's degree in engineering, for example, your community college may not offer all the typical first- and second-year courses required at the four-year institution. In this case, it may be wise to transfer *before* you complete your associate degree to avoid taking extra classes than you need to graduate.

4. **Realize that *Concurrent Enrollment* may be a good option.** Did you know that it's possible to take classes from two schools at once? An "Early College" has a well-defined curriculum that allows high school students to earn an associate degree at the same time they're earning a high school diploma. Or in some cases, it's possible to take community college courses and university courses at the same time. Some nursing programs offer an "RN to BSN" option, for example. Nurses who wish to earn full bachelor's degrees can take both community college courses and university courses at the same time, making the movement from RN to BSN seamless. Talk to your advisor about options that may be available in your particular major.
5. **Remember that numbers count.** Some states have worked out systems in which community colleges' course names and numbers are consistent across institutions, which helps smooth the transfer process. For other states, however, this isn't the case. ENG 100 at your community college may be "First-Year Composition," but ENG 100 at another community college may be "Introduction to Literature." Universities may require two different first-year English courses, but instead of them being Composition I and Composition II as you might expect, a particular major may allow a course in "Technical Writing" to replace one of them. Numbers and what they represent may be confusing so it's best to get help from an advisor to decipher what the numbers actually mean.
6. **Understand that academics rule.** Technical, developmental, or physical education activity courses may not transfer. If you plan to major in criminal justice at a university, for example, "Introduction to Criminal Justice" at the community college will likely transfer to your major, but a technical course in "Fingerprinting for CSIs" may not. And when it comes to academics, keep this in mind: Only classes in which you earn a C- or higher will transfer.
7. **Get help.** Remember that you don't need to go it alone. The transfer process can be complex, and experts at both community colleges and universities can help you through the maze. Or use resources like *Transferology*, an online tool with a nationwide network that allows students to ask the question, "Will my courses transfer?" Some colleges and universities make great use of this resource, and others have invested limited time in this tool; however, any student can create an account for free and begin exploring what is available.



Source: Transferology.com

Sources: Personal interviews with Chris DuVal, former Director of Degree Audit and Transfer Credit and Chris Beiswanger, Director of Admissions, University of Colorado, Colorado Springs; Barrington, K. (2020, January 20). What is an articulation agreement and why should you care? *Community College Review*. Retrieved from https://www.communitycollegereview.com/blog/what-is-an-articulation-agreement; Duval, C., & Artis, W. (2020, August 13). Going beyond transfer agreements: The best choices program and a web of connections. *Wiley Online Library*. Retrieved from https://onlinelibrary.wiley.com/doi/10.1002/cc.20426; Garcia, L., & Adkins, C. (2021, June 17). What community college students tell us about transfer. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/blogs/tackling-transfer/what-community-college-students-tell-us-about-transfer

Or perhaps instead of a two-year associate degree, you want to specialize even further and finish your coursework sooner, so instead you opt for a certificate. Certificates generally require fifteen to as many as fifty credits, and you'll most likely only take courses that apply specifically to the career field you're

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

preparing for. You set your sights on a target and finish your certificate program in as little as one year, sometimes less.[9]

How should you decide on the best course of action? Ask yourself questions like these: Can a certificate or an associate degree prepare you for the career you want? How soon do you need a job? What interests you? How hands-on do you want your course of study to be?[10] Whatever path you choose, getting off to a strong start will be key to your success.

Academic Professionalism: What Instructors Will Expect from You

academic professionalism the respectful and considerate behavior and good judgment required in an academic setting, whether in an on-campus class or an online course, or when communicating with fellow students, faculty, and staff

The way to start strong in college can be summed up in these two words: **academic professionalism**. Here's what the term means, and using a comparison may help explain it. Imagine this: You've just landed a new job, and it's one you really wanted. How do you know what to do and how to act? What will your boss expect from you? Should you just show up or log on whenever you feel like it, take on this job on top of others you already have, and start firing off casual e-mails and texts about business? ("what up with the johnson report I thought max was gonna write that") Probably not—at least not if you want to be successful. You'll want to display workplace professionalism by noting how professionalism is defined in your new organization, and then start doing those things right away. The same thing is true in college: If you want to be successful, you must display academic professionalism. It's a set of behaviors you start now and carry with you into your career.

Hiring experts in the workplace identify three areas in which they believe college graduates are not as well prepared as they should be. They expect college graduates to have oral and written communication skills, a positive attitude and strong work ethic, and the ability to work in groups and teams.[11] You'll see that these three things, among others, are emphasized throughout *FOCUS*. You may be thinking, *"But wait a minute…I just started college!"* True, but why not start preparing for your employability *now*? You'll gain a major advantage over other applicants—college graduates, or not. The academic professionalism you learn early in your college career can translate into career professionalism later. Or if you decide to continue for a bachelor's degree, all the academic strengths you begin building from your first year on will serve you well when further schooling requires even more of you.

So how is academic professionalism defined, specifically, and what's required? If you asked college instructors across the country, they'd give you advice like this:

1. **Don't just pile on.** Ever see the winning team "pile on" after a big football game? When one too many players jumps on top of the one unfortunate person at the bottom, the whole pile collapses. Some students hope they'll be able to just add college to an already-long list of obligations. But when they add one more thing, the entire stack crumbles. College isn't just "one more thing" to fit into the daily agenda of your life. Like many students, you may have to work to afford tuition, or you may want to keep up the demanding social life you had before college.

But being successful in college may mean that you must give something up (like the temptation to OD on YouTube or Facebook) to give school the attention it needs. Something in your life will need adjusting to make room for college classes. You may have to cut back on your hours at work once you get a sense of your academic workload, or tell your sister who has to miss class because she has the flu that you can't stay and keep her company because you have class, too. Put college at the top of your list of obligations.

2. ***Choose* class over competing options.** Let's face it: life is complicated. It involves overlapping demands and minute-by-minute decisions. Your boss wants a piece of you, your friends want your attention while you try to study, your romantic partner wants to go to the movies the night before your midterm exam, the bills keep mounting—and on and on. Some students choose to miss class to pick up a relative at the airport or shop with a friend who's in town, for example. Sometimes true emergencies in your personal life will interfere with your academic life. If you're ill, for example, call or e-mail your instructor beforehand, if for no other reason than to be courteous. But your instructors will expect you to plan nonemergencies around your already scheduled (and paid-for!) classes. Many things in your life are important—it's true—but while you're in school, going to class and doing your online coursework should be at the top of your to-do list.

3. **Don't be an ostrich!** Some students develop "the Ostrich Syndrome." If reading or homework assignments seem too hard or feel like busywork, they just don't do them. Instead, they bury their heads in the sand and pretend like nothing's at stake. Somehow they may even think that they can't get a bad grade if they don't turn in an assignment for the instructor to grade. It goes without saying (but here it is, anyway) that "ostriching" is the opposite of academic professionalism, and your instructors will *not* be impressed. Always do your best work and submit it on time. If the assignment is due on October 1, it's due on October 1. Familiarize yourself with each syllabus since it will outline what's due and when for every one of your classes. Honest-to-goodness realism and continuous upkeep in your courses work wonders in college, just as they do in the workplace.

"An ostrich with its head in the sand is just as blind to opportunity as to disaster."

Anonymous

4. **Show respect.** One thing instructors dislike is getting a sense from students that school isn't a top priority. If class is on campus, dress like you're a serious student who's there to learn. Leave the muscle tanks and halter tops for truly informal occasions. You're not in college to score fashion points, draw attention to your tattoos, or define your personality with your baseball cap. That doesn't mean you can't be yourself, but it does mean that you should use good judgment. If class is online, don't ghost your instructor or classmates by turning off your camera and doing other things. If you criticize a classmate or your instructor in public or online—even if you think it's constructive—that's disrespectful, too. And when you whip out your cell phone to see how many "likes" you have in response to your latest social media post, or text your boyfriend about where to go for

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

dinner, everyone knows where your head is. When you're in class whatever the format—be in class.

5. **Know the rules.** Your college and your professors have policies you need to know about up front. What constitutes cheating? How can you avoid plagiarism? Who should you talk to if you have a concern about your grade? Do instructors accept texts and calls on their cell phones? What kind of writing will they expect in e-mails? Even when it comes to everyday things—like weather cancellations—your college and instructors have policies and procedures to guide you. Don't leave yourself in the dark when it comes to important rules that affect you.
6. **Take charge.** When it comes right down to it, who is responsible for your success? None other than you! Even though you may be afraid to speak up or not want to admit that you're fuzzy about something, your instructors will rely on *you* to let them know that. They aren't mind readers. Do what you need to do: get help, take advantage of instructors' in-person or online office hours, or hire a tutor. Don't sit idly by while success drifts away.

"Your current safe boundaries were once unknown frontiers."

Anonymous

7. **Invest enough time.** In high school you may have done well without trying very hard. A teacher may have forgiven a late assignment, provided opportunities for extra credit, or graded on a curve so that everyone passed. But college is different. In college, it's important to get ready for class beforehand by reading and doing assignments, and then jump in once you're there. Bring your books, notebook, and pen, and sit up straight, too, just like your elders always used to say. If class is online, even more of the responsibility falls on you to pace yourself and keep up with assignments. College isn't a place to just slide by or wing it. It's a place to put your best foot forward. That may mean rewriting a paper three times or rereading a textbook chapter more than once. Academic professionalism requires you to invest as much time as it takes.
8. **Learn to work in groups.** Your instructors know the value of teamwork later in your career, so they'll expect you to work with your classmates in class, outside of class, or online. They may even think it's important enough to assign points for group projects in the course syllabus. Even though you may prefer to work alone, teamwork skills are highly valued in today's workplace, and you'll learn things from other students that you might not learn from your instructor.
9. **Check your e-mail regularly.** Sure, you can talk to an instructor in person or on the phone, or text a classmate with a question about an assignment. But the primary means of communication in college is e-mail. Most colleges will send all "official correspondence" (like bills) this way, and many professors will use campus e-mail to communicate with you. If you never check your school e-mail account, but instead only use your personal account, you'll miss important information. ("What? The instructor's sick today? I broke my neck to get here!") Believe it or not, this one simple thing trips up more students than you would ever imagine!
10. **Engage!** Students who soak up all they can enjoy college most. When they're in class, they're tuned in. Sure, Professor Whoever may not be

quite as funny as your favorite TV comedy special, and going see class isn't like having game night with your five best friends. But college is about becoming an *educated* person, not an *entertained* one.

How to Help Yourself Succeed

Any time you start something new, there's a **learning curve** involved. The best thing to do is to admit it, decide what to do, and start climbing! Beyond conducting yourself as a professional student, what other things will help you succeed? Here are some additional responsibilities.

learning curve a measure of how long it takes you to learn something and how hard it is

Develop a Degree Plan and Plan Your Coursework

In some ways, college is like a journey with parts of the itinerary planned for you. You can't just hitchhike wherever you like. It's more like a guided tour planned by experts in the areas you'd like to explore. You can choose to go left or right at particular moments, but much of the trip is planned in advance, especially if your college uses a Guided Pathways approach. **Guided Pathways** is a model used in some community colleges which leads you through structured courses in a particular major.[12] If you'd like to become a nurse, for example, your coursework will be prescribed for you. However, everyone appreciates the focused knowledge of nurses when they need one!

Guided Pathways a model used in some community colleges which leads you through structured courses in a particular major

Some courses will count toward your major or area of **concentration**, and some will satisfy **core** requirements. Core requirements often make students wonder: "I'm never going to be another Stephen King. Why do I have to suffer through writing courses I'll never use?" The key words in that last sentence are *never use*. You'll speak and write and think and solve problems in any career. And even though you're in college to prepare for a career, becoming a more knowledgeable person in general should be a big part of your mission.

concentration focused effort; specialization

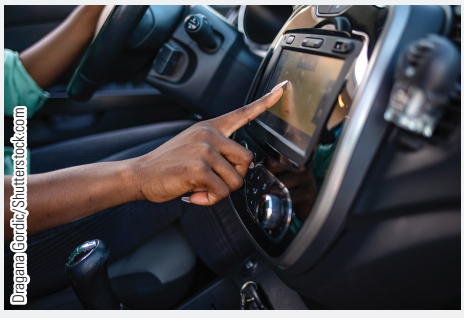
core basic courses such as general education classes

Most community colleges will ask you to fill out an academic plan or degree map up front to help you take the right courses and watch your progress as you go (see Box 1.2).

Be Advised! Advising Mistakes Students Make

One of the most important relationships you'll have as a community college student is the one you build with your academic advisor. On your campus, this person may be an advisor, a counselor, or a faculty member who can steer you toward courses you can handle and instructors you can learn best from. An advisor can keep you from taking classes that bog you down academically or unnecessary ones that take you extra time to earn your degree. Here's a list of advising mistakes students make, from real advisors who work with college students every day.

1. **Not using the campus advising office or your faculty advisor.** If you don't get regular advice from an advisor, counselor, or a designated faculty member who's serving as your advisor, your degree may take longer and cost more money. It's that simple. It's your college career, after all, and it's important that you and your advisor work as partners.


Dragana Gordic/Shutterstock.com

"If you don't know where you are going, you might wind up someplace else."

Yogi Berra, major league baseball player and manager (1925–2015)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Box 1.2 Sample Degree Plan

Here is a road map, or a sample degree plan, for Carson, assuming he decides to get a general Associate of Arts Degree at his community college. (The requirements at your community college will be different from this example.) By having a plan that shows courses you're taking now and ones you'll take in future terms, you can keep track of your progress.

GREAT BLUFFS COMMUNITY COLLEGE

DEGREE TRACKING WORKSHEET

NAME Carson Reed EMAIL ADDRESS creed5@gbcc.edu

STUDENT NUMBER 123-45-6789 PHONE 555-9876

GENERAL STUDIES

Associate of Arts Degree

Many community colleges, yours included, use a worksheet or digital degree plan like this one to help you stay on course and track your progress as you earn your degree. Check with an advisor to see what degree plans, maps, or audits your campus provides.

Program Course #	Course Title	Which term (to be) Taken	Term Hours	Grade A = 4 B = 3 C = 2 D = 1 F = 0	Notes
ENGL 090	English Composition I	Fall 2023	3		
HIST 103	United States History I	Fall 2023	3		
	Foreign Language		3		
GBCC 100	College Success		3		
SPE 115	Public Speaking	Fall 2023	3		
ENGL 102	English Composition II		3		
HIST 104	United States History II		3		
	Foreign Language (must be the same language)		5		
	Humanities		3		
PSC 205	United States Government		3		
	Literature		3		
	Visual and Performing Arts		3		
SOC 103	Introduction to Sociology		3		
	Mathematics		3		
	Humanities		3		
PSC 206	State and Local Government		3		
BIO 100	Natural Science I	Fall 2023	3–4		
	Natural Science II		3–4		
	Unrestricted Elective		3		
	Unrestricted Elective		3		

In the "Notes" column, Carson can keep track of his thoughts about each course and things to keep in mind when registering for the next term.

The courses with department abbreviations and numbers listed are required for Carson's degree plan. The open categories are places where he can choose from a list of possible courses. His advisor will help him know his options.

Source: Adapted from Austin Community College website. Available at https://catalog.austincc.edu/award-plans/program-maps/

2. **Not planning ahead.** Some students walk into the advising office or e-mail an advisor and expect help right away, and sometimes that works. However, planning ahead is a better option. Planning ahead includes making an appointment, looking through the online and in-person course offerings, making a list of questions to ask, and thinking in advance about which days you can attend classes based on your work schedule, and how many classes you can take. And, if you're leaving your advisor a voice mail, remember to include all of this important information. What's wrong with this message? "Hi, this is Tony. I have a question about my schedule. Please call me back, OK?" Tony who? And what's his phone number? Or how about an e-mail like this from chill13@email.com? "Do I need to take English 090? Please let me know." Exactly who is "chill13"? Thinking about what message to leave in advance is also part of planning ahead.
3. **Procrastinating.** It's important not to put off advising appointments. To drop a class, you may need to meet a deadline. Or you may need help from an advisor to solve a problem with a faculty member, but by the time you get around to it, the instructor has already left campus for the summer. If you deal with problems right away, while they're small, they may be reversible. (And it's always a good idea to discuss dropping a class with the instructor first.)

"Problems are only opportunities in work clothes."

Henry J. Kaiser, American industrialist (1882–1967)

4. **Skipping prerequisites.** Some students want to skip the required **prerequisites**. They think they can handle the work. They think prereqs are a waste of time and money when, actually, they're in place because hundreds of students before you have shown that these classes help you succeed. And in some cases, students who haven't taken a prereq are actually disenrolled from the course that requires it.

prerequisites courses that you need to take before advancing on to other ones

5. **Choosing the wrong major.** Sometimes students lock on to a major because someone else thinks it's a good idea or because a particular career field pays well, not because they enjoy the subject and are suited for it. Staying motivated is hard when you're not interested in something. Advisors can help you figure out which major is right for you.
6. **Taking too many credits or too few.** Some students are overly optimistic and think they can handle a heavier course load than the other factors in their lives will permit. Other students may underestimate the number of courses they should take, which increases the time it takes them to finish school. An advisor can help you stay on target.
7. **Ignoring problems.** If you run into difficulty and end up on academic probation, for example, an advisor or college official will work with you to get you back on track. But you must agree to that bargain and accept the help, possibly by signing a contract of steps you must take to reverse the situation.
8. **Being afraid to drop a course.** Sometimes, when you've tried everything (for example, tutoring, extra help sessions, and the campus

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

learning center), but you're still not succeeding in a class, the best thing to do may be to drop the course by filling out a drop form (online or on paper) and submitting it. Then retake the class later. That option is better than just not attending class and assuming that means you've dropped the course. Colleges require deliberate action from you. It's always best to know your school's rules and talk with your instructor first. *And beware that dropping a course may affect your financial aid.*[13]

Make the Grade: Computing Your GPA

grade point average (GPA) an average of all your grades for a single semester or a running average across all your coursework

One of the most important things to learn as a new college student—and fast—is what a **grade point average (GPA)** is and how it works. Your GPA is an indication of how well you're doing, and you keep track of it over time, term by term. Your academic record will follow you for the rest of your life! Some students don't realize how grade points add up. They end up on academic probation, even if they only have one failing grade. Let's say you're taking four courses this term, and you earn the following grades:

COURSE	CREDITS	FINAL GRADE	GRADE POINT VALUE
English Composition	3 credits	C (2 points)	6
College Algebra	3 credits	F (0 points)	0
College Success	3 credits	B (3 points)	9
Public Speaking	3 credits	D (1 point)	3
TOTAL	**12 credits**		**18 grade points**

You may look at this record and think, *Not bad. I passed three of my four courses*. But divide that Grade Point Value column total (18) by the total number of credits (12), and you get 1.5.

GPA = Grade Point Value ÷ Total Number of Credits

At most schools, a 1.5 GPA puts you on academic probation, and eventually, you may be facing suspension. That can be a discouraging way to start, and digging yourself out of a GPA hole once you're there takes a very long time, like paying off credit card debt.

Not only is it important to keep track of your grades over the whole term, but it's also important to keep track of your grade in each course. If you stop going to your math class because it's too hard or because you don't like the teacher, your grade will suffer. If an assignment is worth 25 percent of your grade, and you don't turn it in, the highest grade you can possibly earn, even if you do everything else perfectly, is a 75 percent or "C." You may think, *but it's only one assignment*. It is only one assignment, but it counts as one-quarter of your grade. In college, everything counts. The typical grading scale in college is:

A = 90–100% B = 80–89% C = 70–79%
D = 60–69% F = 59% and below

Realize the Value of Developmental Courses

"First say to yourself what you would be; and then do what you have to do."

Epictetus, Greek philosopher (55–135 A.D.)

As a rule, community colleges have what's called an open-door admissions policy. That means that anyone who wants to get an education is invited in. You don't have to get a certain score on standardized national tests, and you don't have to have a particular GPA in high school to be admitted. That's a good thing. As a nation, we are opening the doors of education to everyone, and our society as a whole benefits in many ways. Education improves the quality of life.[14]

But when restrictions are removed, more variety is a natural result, right? Think of it this way: If every student at your community college had to be over six feet tall to be admitted, then you and all your classmates would tower over the general public. But if anyone of any height could attend, you'd see a range from very short to very tall. Some people would need steps to reach high places, and others would have to duck under low ceilings. But variety presents challenges. Community colleges are characterized by variety, and they've devised ways to make it work. Here's how.

New community college students sometimes bring standardized test scores or take placement tests that help schools know where to *place* them. If you're "short" on some necessary skills for success, like reading, writing, or math, they'll place you in a **developmental** (sometimes called *remedial*) class to help you catch up fast. Some students see these courses negatively, thinking they're a waste of time or money. At your particular college, you may be allowed to opt out of developmental classes or take them online at your own pace, but generally speaking, they're insurance that you will grow into the skills you'll need.

developmental designed to develop or improve a skill

If you're enrolled in a developmental class, you're in good company. In one study of 35 community colleges that were all part of a proposal to increase student success, 37 percent of incoming students required one remedial course, 26 percent required two courses, and 22 percent required three courses—for a total of 85 percent. And note this piece of good news: In a related study, students who earned a C or better in a developmental course during their first semester were, from that point forward, more likely to stay in school and succeed than students who weren't required to take a developmental course in the first place![15] In another study, students who took a developmental writing course earned higher English grades in later courses and higher GPAs overall than students who did not.[16] If you're enrolled in a developmental class, perhaps you're beginning to see its value *now*. If you don't see the value yet, chances are you'll greatly appreciate what it did for you *later*.

Master the Syllabus

You'll get a syllabus (or course schedule) for most of the college classes you'll take (see Box 1.3). If the syllabi (plural of syllabus) for your courses are available online, check them often to keep up with any changes in the schedule or new assignments. If you have a hard copy, keep it handy and refer to it often. Think of a syllabus as:

- a preview of what to expect during every class
- a road map for where the course will take you
- a contract between you and your instructor

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Box 1.3 Analyzing a Syllabus

Take a look at this example of a syllabus to see what you think. What is this professor like? Do you get a sense of her standards and values from her syllabus? Will this be a challenging course? Take a close look at a syllabus from one of your current classes. Analyze it, just as this one has been analyzed, and make a list of things you learn about specific aspects of the syllabus that can help you be successful.

Some community colleges have a syllabus template or standard format, so your syllabus for each class will look the same and contain similar kinds of information.

GREAT BLUFFS COMMUNITY COLLEGE
COURSE SYLLABUS

It's appropriate to ask the instructor what she prefers to be called: Regina, Ms. Lewis, Professor Lewis, and so on.

Course ID: SPE 115
Term: Fall 2023
Instructor: Regina Lewis
Office: Vail Hall 501
Office Hours: MW 10:00–11:00 A.M., TR 2:00–3:00 P.M., by appointment only, or online via Teams using my GBCC e-mail address to make a video or audio call.

Course Title: Public Speaking
Credit Hours: 3
E-mail Address: regina.lewis@gbcc.edu
Office Phone: 555–1234

Send the instructor an e-mail the first week of class, introducing yourself and discussing your thoughts about how this class will help you. Remember, however, that in college, you must use good grammar and correct spelling in ALL your writing, including e-mails.

Pay attention to the course description. It's a summary of what you can expect.

Course Description: This in-person course combines the theory of speech communication with oral performance skills. Emphasis is on researching, organizing, and preparing speeches and analyzing the needs and interests of your particular audience. Although this is primarily a performance class, you will also build your writing and researching skills.

Prerequisites/Corequisites: ENG 090, REA 090

You can buy the textbook from your college bookstore or order it online. But often textbooks are "customized" with portions inserted from different books or material that pertains to your own campus. You must buy those books from your campus bookstore. You can also rent textbooks or you can buy or rent an e-version of the text. Even though textbooks cost money, they are a critical investment. Trying to get by without one puts you at a disadvantage right from the start.

Course Text: Staley, C. *Public Speaking: The Inside Word*, 2020. FlatWorld Knowledge.

The instructor has devoted a substantial portion of the syllabus to this topic, and she has spelled out her expectations in detail. Professional conduct must be important to her.

Professional Conduct in Class: Students are responsible for knowing and abiding by the "Standards of Conduct" listed in the 2023–2024 GBCC Catalog (beginning on page 10). Since this is an on-campus class, your cell phone should be turned off, set to vibrate only, or left at home. Eating, sleeping, social discussions, or reading or doing homework for other classes are distracting behaviors and communicate indifference and disrespect for this learning environment and subject matter. Children should not be brought to class. Getting up and coming in and out during class (unless you are sick, of course) is distracting to your classmates. These activities are unacceptable in academic environments and qualify as examples of inappropriate conduct in class, which may result in your academic withdrawal from the class.

Online Learning Management System (LMS): e-CC (pronounced EASY). All students have access to the materials posted on the LMS website through the internet from a campus computer lab or from home.

Attendance: If you must miss a class for an emergency, you must still submit assigned work by the due date. Please provide documentation to indicate that the absence was due to a situation beyond your control. There are no excused absences without documentation. In order to receive credit for attendance, you must attend the ENTIRE class period. IF YOU MISS A CLASS, IT IS YOUR RESPONSIBILITY TO CONTACT A CLASSMATE FOR NOTES AND ASSIGNMENTS. NO MAKEUP WORK IS ALLOWED.

This syllabus actually continues on for several more pages and includes three other things: (1) a campus statement about academic honesty and plagiarism, (2) due dates for each assignment, and (3) specific information or rubrics on how speeches will be graded, school policies on weather cancellations, etc.

Grading: Assignments must be turned in on time and speeches must be presented on schedule. Grades for makeup speeches are automatically reduced by 20 percent. Only one makeup day will be scheduled for speeches missed due to emergencies! THERE ARE NO MAKEUP EXAMS OR WRITTEN ASSIGNMENTS.

Americans with Disabilities Act (ADA): Any student eligible for academic accommodations because of a learning or physical disability should speak with the instructor during the first week of class and contact the Office of Support Services.

Speeches: You will be required to give a minimum of five speeches.

- SP 1: Informative 5 mins. (+ or −1 min.) (1 visual aid) Prep and speaking outline required.
- SP 2: Career (Impromptu) Speaking on the spot!
- SP 3: Ceremonial 3 mins. (+ or−1 min.) (1 quote) Prep and speaking outline required.
- SP 4: Persuasive 7 mins. (+ or −1 min.) (2 visual aids and 2 sources) Prep and speaking outline required. You must have a partner for the opposition.
- SP 5: Public Speaking Outside the Box 10 mins. (+ or −2 mins.) (Poster, flyer, 2 visual aids) Presented in campus TV studio.

Source: Regina Lewis, Pikes Peak Community College. Used by permission.

- a summary of all the assignments, their due dates, and how much they count toward your grade
- a tool that lists reading and homework to help you prepare for class
- evidence of an instructor's standards, grading system including **rubrics** for assignments, and values

rubric a document that explains the criteria for grading or scoring assignments and projects within a course

Take Advantage of Campus Resources

The convenience of community college can also be a drawback. Because you're going to college in your own community, it's easy to develop a drive-through mentality. You show up for classes and then hightail it for work or home right away. Or if it's an online class, you log on as late as possible and log off as soon as you can. Some experts describe this on-campus phenomenon as the "PCP Syndrome: Parking Lot, Class, Parking Lot." What's wrong with that? you ask. When you've finished grocery shopping, you get back in your car and go home, right? You don't cruise the aisles and hang around.

But going to college is very different from shopping for groceries. Your campus has many things available for you to take advantage of: student clubs, special presentations, musical events, and learning resource centers, for example. You may never find out about these "free samples" if you're not there. You won't make new friends or get to know your instructors, two practices that are essential to your success.[17] The danger is that when the going gets rough, which can happen during exam time, you may be tempted to retreat to what you're most familiar with—your life before college—and abandon your efforts. Whatever the problem, there's a place to go for help on campus. Even if your campus doesn't have every possible kind of support center right there, your advisors or instructors can always direct you to services off campus. All this can be particularly important if all or most of your classes are online. In that case, search your campus website for resources and contact information. Many campuses now have online resources that are both accessible and helpful.

Remember that "HELP" is not a four-letter word. Getting help when you need it isn't shameful; it's smart. Take this example: In 2013, at sixty-four years old, Diana Nyad became the first person to swim nearly fifty-three hours nonstop from Cuba to Florida. But it took a crew of thirty-five trainers and handlers in five boats moving alongside her to help her reach her goal (guides to check winds and currents, divers to look for sharks, and crew members to provide food and water during the 112 mile swim).[18] In college, you have a "crew," to help you too. Your campus has all kinds of resources available for the taking, but you must take them. They won't come to you. Can you relate to any of the ten problem situations described in Exercise 1.2? Would you know where or how to find help?

"One hundred percent of the shots you don't take don't go in."

Wayne Gretzky, called the greatest ice hockey player of all time

Your instructor and your classmates will contribute a great deal to what you learn. So will *FOCUS* and its special features, like a "Quick Study" infographic shown in Figure 1.1 that summarizes many pages of useful information in every chapter.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 1.2 Finding the Resources Your Campus Offers

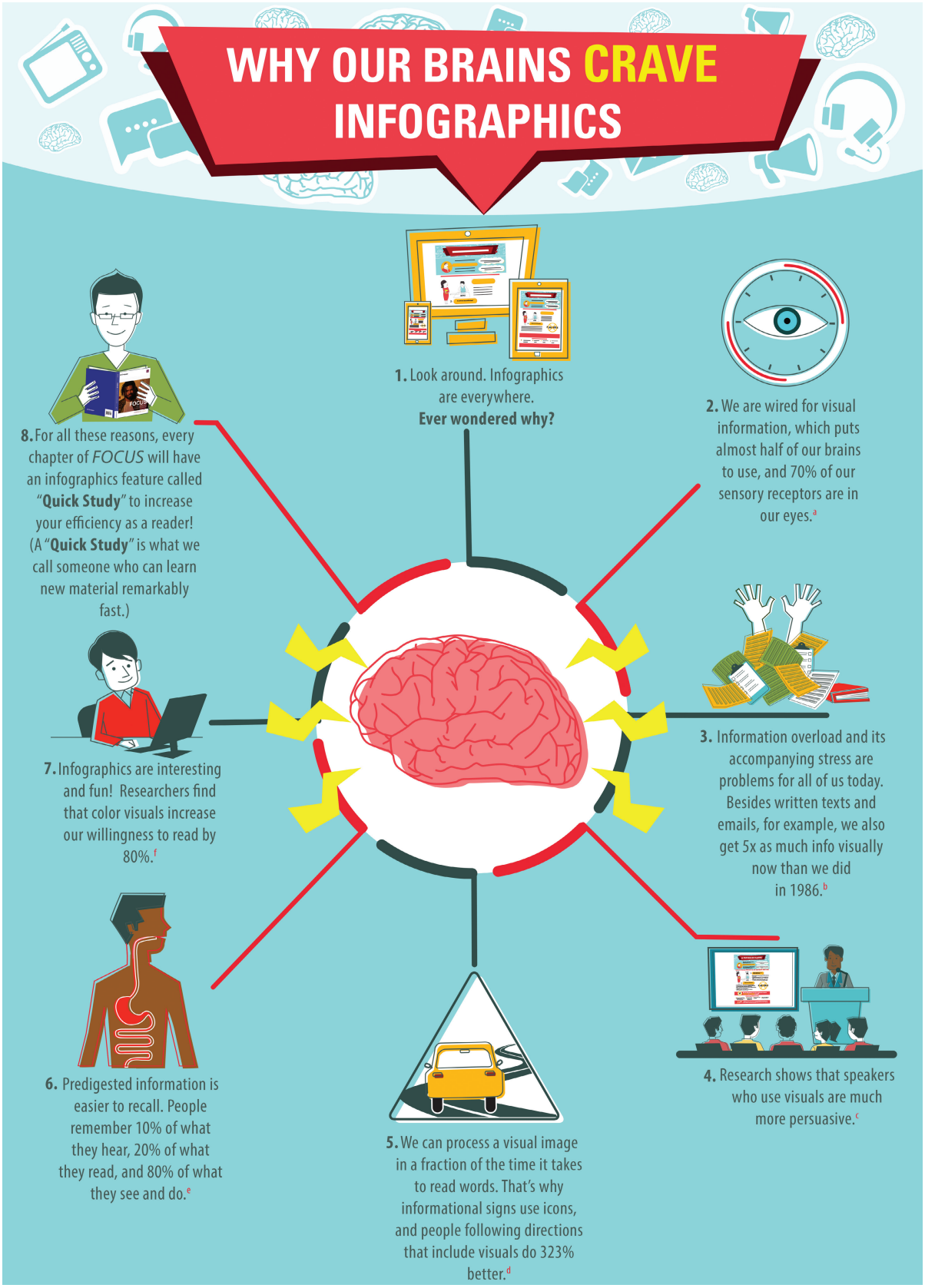
Take a look at these common challenges new community college students sometimes experience. If these problems were yours, where would you go for help on your own campus? List the locations and contact information for each situation—campus places or online resources that could help.

	Name of office/service	Contact person/information
1. You are enrolled in three online classes and are becoming concerned that your Internet at home can't keep up with the demand. The connection is slow, assignments are hard to download, and Zoom sessions keep cutting out.		
2. You feel anxious and somewhat depressed much of the time.		
3. You really need a job on campus to help pay your tuition. Not only would working on campus be convenient, but you might make some contacts who could help you throughout your college experience.		
4. You just moved to town from another state. You would like to meet people and begin making friends on campus.		
5. One of your classes is impossibly challenging. The online instructor is hard to reach, and you would really like to drop the class before your grade suffers more than it already has.		
6. You are enrolled in a face-to-face class that ends at 11:00 P.M. Frankly, walking to the dark parking lot at the edge of campus to retrieve your car makes you increasingly nervous.		
7. Before you enrolled in your community college, you had a career objective firmly in mind. Now, you're not so sure about what you want to be when you grow up.		
8. Finding reliable childcare for your toddler has been difficult. You need to find a convenient alternative.		
9. You have a documented learning disability, but you aren't sure what to do with the paperwork.		
10. You just added a new class to your course schedule, and you need the course materials right away so that you don't miss out.		

What's the bottom line? Get to know your campus and its full range of offerings—and take advantage of everything that's in place to help you be as academically successful as possible.

Figure 1.1

Quick Study: Why Our Brains Crave Infographics


WHY OUR BRAINS CRAVE INFOGRAPHICS
1. Look around. Infographics are everywhere. Ever wondered why?
2. We are wired for visual information, which puts almost half of our brains to use, and 70% of our sensory receptors are in our eyes.[a]
3. Information overload and its accompanying stress are problems for all of us today. Besides written texts and emails, for example, we also get 5x as much info visually now than we did in 1986.[b]
4. Research shows that speakers who use visuals are much more persuasive.[c]
5. We can process a visual image in a fraction of the time it takes to read words. That's why informational signs use icons, and people following directions that include visuals do 323% better.[d]
6. Predigested information is easier to recall. People remember 10% of what they hear, 20% of what they read, and 80% of what they see and do.[e]
7. Infographics are interesting and fun! Researchers find that color visuals increase our willingness to read by 80%.[f]
8. For all these reasons, every chapter of FOCUS will have an infographics feature called "Quick Study" to increase your efficiency as a reader! (A "Quick Study" is what we call someone who can learn new material remarkably fast.)

Sources: (a) Merieb, E. N. & Hoehn, K. (2007). *Human Anatomy & Physiology* 7th Edition, Pearson International Edition; (b) Alleyne, R. (11 February 2011). Welcome to the information age—174 newspapers a day. *The Telegraph*; (c) Wharton School of Business. 'Effectiveness of Visual Language'; (d) Levie, W. J. & Lentz, R. (1982). Effects of text illustrations: A review of research, *Educational Communication and Technology*; (e) Lester, P. M. (2006). *Syntactic Theory of Visual Communication*; (f) Green, R. (1989). *The Persuasive Properties of Color, Marketing Communications*.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Toughing It Out:
What College Takes

"Rock bottom became a solid foundation on which I rebuilt my life."

J. K. Rowling, author, producer, screenwriter, and philanthropist

What does it mean to succeed? Actually, success is difficult to define, and different people define success differently. Right now in college, you may think of success in terms of the money you'll make after you finish. But is success just about money? Is it about fame? Status? According to motivational author Robert Collier, "Success is the sum of small efforts, repeated day in and day out." Perhaps to you, success is somewhere off in the distant future, and it happens more or less suddenly, like winning the lottery.

Actually, success begins right now. You should be the one to define what success will look like in your life, but generally, success is *setting out to do something that means something to you, and then being fully engaged while doing it*. It's that simple. And it applies to your college experience as well. It starts now.

In order to understand your own definition of success in college, first you need to ask yourself why you're here. Why *did* you come—or return—to college, anyway? Do you want to develop into a more interesting, well-rounded, educated human being? Are you working toward a degree that leads to a specific career? Do you have children and want an education in order to give them a better life? This text will provide you with an honest look at what that takes, including plenty of opportunities to ask yourself questions about these things. It will also offer you tools you can use throughout your college courses and in your life beyond college.

Some students think going to college is like any other financial transaction: buying a gallon of milk, for example. You pay the cashier the money, and the milk now belongs to you. They think if they pay tuition, the college credits should be theirs. Not so. There's much more to it than that. A college education requires more than a financial commitment. It requires you to invest your ability, your intellect, your drive, your effort—and yourself. College has to do with more than the brain matter found between your ears.

The Good News and the Bad News (Benefits and Obstacles)

What's the good news about going to college? The benefits are wide-reaching and long-lasting. Think about how this list applies to you.

1. **Higher earning potential.** College increases your potential to earn money. It's that simple. On average, people with associate degrees earn $1,248 per week, compared to $746 per week for those with a high school diploma only.[19] Some experts say that by 2027, 70 percent of all jobs in the U.S. economy will require some education after high school.[20]
2. **Lower unemployment rates.** College decreases your risk of unemployment. This is especially helpful when the economy takes a downturn. According to one major study, getting an associate or bachelor's degree is a much better personal investment today than the stock market.[21]

3. **Insight.** College students have the opportunity to understand themselves better as they learn different ways of doing things.
4. **Wisdom.** College gives you opportunities to gain understanding about many things—politics, people, and current affairs to name a few. Beyond theories, facts, and dates, well-educated people know how to think critically, contribute to society, and manage their lives.
5. **Lifelong learning.** According to research, getting a college degree—even for a career that doesn't require one—leads to a happier, healthier life.[22] College students are prepared to become lifelong learners. It's not just about grades. It's about becoming the best student-learner you can be—inside or outside of the classroom. This one benefit will stay with you through the rest of your life.

What's the bad news? What obstacles may stand in your path? Carson Reed isn't quite sure why he's in college. Will he be successful? It depends, doesn't it? Here's some evidence on what "it" consists of.

Of first-time college students who enrolled in a community college in the fall of 2014, 40 percent earned a credential from a two- or four-year institution within six years.[23] But who goes, who finishes later, and who transfers to another school are hard things to track. It's true that going to college is "A Whole 'Nother World," as one major report's title says. Juggling a job, family, friends, transportation, technology, financial obligations, tuition, and all the things that are impacted by the energy and effort it takes to go to college can be overwhelming. If you're a first-generation college student, you may not have a role model at home who can help you because your parents didn't go to college (see Box 1.4). (That's why it's important to make connections with your classmates, instructors, and advisors who can guide you.)[24] Even though college may be more challenging for first-generation students, you can still be highly successful. Perhaps the most high-profile example is Michelle Obama, who went from first-generation college student to First Lady.[25]

The important thing to keep in mind as you think about challenges is that your level of motivation and determination are equally important. Don't throw in the towel now if you had a child at age sixteen or are working thirty-five hours per week. Only you can determine your outcomes in life, and that includes college.

Plenty of people who have achieved great things in their lives got their start at a community college. Look at this impressive list:[26]

- Queen Latifah, rapper, actress, talk show host
- Aaron Rodgers, quarterback, Green Bay Packers
- Billy Crystal, actor and comedian
- Tom Hanks, actor
- Calvin Klein, designer
- Clint Eastwood, actor
- Sarah Palin, former governor of Alaska and vice presidential candidate
- Halle Berry, actress and Oscar winner
- Walt Disney, entertainment genius

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Box 1.4 Generation 1: First in the Family?

Did both your parents graduate from college? If not, you are a "first-generation college student." Quite an impressive title, isn't it? Being first at something has some definite pros. You're a trailblazer, a pioneer, someone to be looked up to. "Imagine, our son Dion with a college degree! Isn't that something?" But along with pros come potential challenges. Who will you go to for advice? Will your family understand what it takes? Will they support your efforts? At moments when your confidence is shaken, you may wonder: *Can* a first-generation student be successful? The answer? Of course! (Your author is a first-generation college graduate!) In the end, your success is up to you. As you begin your college career, take these suggestions to heart:

1. **Communicate with your family.** Research shows that the *quality* and *quantity* of communication about college that you engage in with your family is key to your success. Although they can't empathize because they haven't "been there and done that," they can listen and encourage you. Talk to them openly about your college experience.[27]
2. **Keep your stress level in check.** If your family puts extra pressure on you to perform, your stress level may increase dramatically. But stress isn't the best motivator. This is something you want to do, so hone in and hunker down. Pay particular attention to your instructors, keep track of due dates, and focus. All you can do is your best. Think of it this way: you're "demystifying" college. You may just inspire a friend or relative to go to college one day, too.[28]
3. **Get going.** Remember this: when the going gets tough, the tough get going. Sometimes first-generation students are tempted to drop out, scale back (from four classes to three, for example), avoid assessment (thinking, oddly, "If I don't turn my paper in, I can't get a bad grade on it"), or lower their own expectations ("I was hoping for a 4.0 GPA, but maybe a 2.0 will do"). Although sometimes these options may be the right ones, sabotaging your own efforts is never a good idea. Keep your eye on the prize—that degree you'll be the first one to earn in your family.[29]
4. **Find a true mentor.** Look for a particular professor or advisor to serve as a mentor—someone you can go to for advice and support. Just knowing that someone cares can be a powerful motivator. Ask your mentors to help you through rough patches or go to them to get recharged when your "academic batteries" are low.
5. **Get involved.** College may feel like a "foreign" culture to you. You may have conflicting emotions: excitement, confusion, and anxiety. You may not understand what instructors expect, how to fit in, or how to get it all done. But you won't learn these things if you aren't around. If you breeze in for your classes and bolt afterward, it will be harder to adjust to your new role. Ease into the campus culture and take full advantage of what it means to be in college. Make friends and feel the beat of campus life.[30]

So often in life, things that you regard as an impediment turn out to be great, good fortune.

Ruth Bader Ginsberg (1933–2020), Associate Justice of the Supreme Court of the United States

If you follow this advice, you *can* be successful! If you're a first-generation college student, dog-ear or bookmark this page, and refer back to it whenever you need to.

- Morgan Freeman, actor, director, and narrator
- Arnold Schwarzenegger, actor and former governor of California

Your effort, attitude, and willingness to get any help you need to succeed are all vital.

The Bottom Line: Resilience

Although there are both costs and benefits associated with college, let's face it: Life Happens. Some bumper stickers may substitute another less polite word for "life," but it's true. Everyone faces tough challenges, and college students aren't exempt. In fact, sometimes life's challenges are more than bumps in the road. They're major setbacks, personal tragedies, or even natural (or unnatural) disasters. If someone's

home on the beach is destroyed by a hurricane, or the family dog is diagnosed with a terrible disease, devastation is a natural response. Some students only find out about their parents' plans to divorce after they start, and the shock sends them reeling.[31] Veterans who served in combat may have witnessed unforgettable things and still feel the effects. Serious circumstances like these cause great distress, and one possible reaction is to think "Why me? I feel like a helpless victim in a cruel world." You can probably think of examples in your own life before college—times when you faced shock, grief, or a major disappointment. Bad things happen—it's true—but what's important is how you handle them.

Interestingly, people handle tough situations differently. Some people show signs of "give-up-itis" immediately. But after the same initial reaction, eventually, other people see disasters as challenges. You may not believe the following paragraph, and if you don't already know who it's about, you may not be able to guess:

> A five-year-old boy watched helplessly as his younger brother drowned. In the same year, glaucoma began to darken his world, and his family was too poor to afford the medical help that might have saved his sight. Both of his parents died during his teens. Eventually he was sent to a state institution for the blind. Because he was Black, he was not permitted access to any activities, including music. Given the obstacles he faced, one could not have predicted that he would someday become a world-renowned musician.[32]

"There's a crack in everything. That's how the light gets in."

Leonard Cohen, Canadian singer-songwriter, poet, and novelist (1934–2016)

Ray Charles endured more challenges than anyone could possibly imagine, yet he overcame the odds. Although **resilience** is a term we usually reserve for people like Ray Charles, it applies to all of us. Psychologists don't fully understand why people react differently, but two words come to mind: "True Grit." Besides being the title of a famous novel and award-winning movie, what does it have to do with you as a new college student? Fill out the instrument in Exercise 1.3 to begin thinking about your own resilience potential in college.

resilience the ability to bounce back from difficult situations

Exercise 1.3 Grit Scale[33]

Following are twelve statements that may or may not apply to you. There are no right or wrong answers. Just answer honestly, considering how you compare to most people you know. At the end, you'll tabulate a score and find out what it means. Select the phrase that best describes you.

1. I have achieved a goal that took years of work.
   ____ Very much like me
   ____ Mostly like me
   ____ Somewhat like me
   ____ Not much like me
   ____ Not like me at all

2. I have overcome setbacks to conquer an important challenge.
   ____ Very much like me
   ____ Mostly like me
   ____ Somewhat like me
   ____ Not much like me
   ____ Not like me at all

(continued on next page)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 1.3 Continued

3. I finish whatever I begin.
   ____ Very much like me
   ____ Mostly like me
   ____ Somewhat like me
   ____ Not much like me
   ____ Not like me at all

4. Setbacks don't discourage me.
   ____ Very much like me
   ____ Mostly like me
   ____ Somewhat like me
   ____ Not much like me
   ____ Not like me at all

5. I am a hard worker.
   ____ Very much like me
   ____ Mostly like me
   ____ Somewhat like me
   ____ Not much like me
   ____ Not like me at all

6. I am diligent.
   ____ Very much like me
   ____ Mostly like me
   ____ Somewhat like me
   ____ Not much like me
   ____ Not like me at all

7. I often set a goal but later choose to pursue a different one.
   ____ Very much like me
   ____ Mostly like me
   ____ Somewhat like me
   ____ Not much like me
   ____ Not like me at all

8. New ideas and new projects sometimes distract me from previous ones.
   ____ Very much like me
   ____ Mostly like me
   ____ Somewhat like me
   ____ Not much like me
   ____ Not like me at all

9. I become interested in new pursuits every few months.
   ____ Very much like me
   ____ Mostly like me
   ____ Somewhat like me
   ____ Not much like me
   ____ Not like me at all

10. My interests change from year to year.
    ____ Very much like me
    ____ Mostly like me
    ____ Somewhat like me
    ____ Not much like me
    ____ Not like me at all

11. I have been obsessed with a certain idea or project for a short time but later lost interest.
    ____ Very much like me
    ____ Mostly like me
    ____ Somewhat like me
    ____ Not much like me
    ____ Not like me at all

12. I have difficulty maintaining my focus on projects that take more than a few months to complete.
    ____ Very much like me
    ____ Mostly like me
    ____ Somewhat like me
    ____ Not much like me
    ____ Not like me at all

Now tally your responses using this scoring system for items 1–6:

Very much like me = 5

Mostly like me = 4

Somewhat like me = 3

Not much like me = 2

Not like me at all = 1

Total for items 1–6_____

Next, add up your responses using this scoring system for items 7–12:

Very much like me = 1

Mostly like me = 2

Somewhat like me = 3

Not much like me = 4

Not like me at all = 5

Total for items 7–12_____

Then add your total for items 1–6 and your total for items 7–12 to find your grand total ____.

Grand total ____ divided by 12 ____ = **Final Grit score** _____

Generally speaking, the higher your Final Grit score, the more grit or resilience you consider yourself to have at this point in your life. How does your score relate to other people's scores? If your final grit score was on the low end at 2.5, you'd have more grit than 10 percent of the population. If your grit score was in the middle at 3.8, you'd have more grit than 50 percent of the population. And if your grit score was high, say 4.5, you'd have more grit than 90 percent of the population.[34] Think about where your score falls. Is it generally low (in the twos), medium (in the threes), or high (in the fours)?

Grit can increase or decrease based on experiences and life events; however, increasing your grit in college is a good goal to have. Grit or resilience equips you to push through, recharge and recover, and bounce back when the going gets tough.[35] For more information on grit, read Angela Duckworth's best-selling book *Grit: The Power and Passion of Perseverance.*

How Can You "Grow" Your Grit?

grit perseverance of effort and passion for a specific long-term goal

If you look up the word **grit**, you'll find this definition: "firmness of character; indomitable spirit; pluck."[36] People with grit have what it takes to hang in there. They tough things out, despite huge obstacles that get thrown in their way. They bounce back stronger than before. If someone you know says you have true grit, that's a compliment. "Grit is a willingness to commit to long-term goals, and to persist in the face of difficulty. Studies show that gritty people

obtain more education in their lifetime, and earn higher college GPAs. Grit predicts which cadets will stick out their first grueling year at West Point. In fact, grit even predicts which round contestants will make it to at the Scripps National Spelling Bee."[37]

Think of it this way: in college, grit explains the difference between three students who fail the same math test but respond very differently. One decides to drop out of college: "I knew this was a bad idea. I just can't hack it, and I might as well admit it now." One throws the exam in the trash can on the way out of the classroom and refuses to ever crack open the textbook again. The other vows to study differently and spend more time doing it. "I'm not going to let calculus *get the better of me*. I'm going to take control of my learning so that it gets the *best from me*!" See the difference? After college, in the workplace, grit has to do with how you react to being treated unfairly or badly—like being shocked because you're laid off just when you thought your job was going especially well. Some people give up; others dig in to beat the challenge.

"To be gritty is to fall down seven times, and rise eight."

Angela Duckworth, professor of psychology at University of Pennsylvania and author of* Grit: The Power of Passion and Perserverence *(on the* New York Times *business best-seller list for 21 weeks)

Psychologists have been interested in grit (also called *resilience* or *hardiness*) for years, going back to a major study done when the government deregulated the telephone business. Half of the employees at AT&T were laid off. Two-thirds of these people simply couldn't cope. They died of heart attacks or strokes, engaged in violence, got divorces, or suffered from mental health issues. The lives of the other third actually improved. They got better jobs, deepened their relationships, and launched highly successful lives. When all was said and done, psychologists believed that it had to do with three "Cs": commitment, control, and challenge.[38] They were committed to turning a bad situation around, they took control of their lives, and they saw adversity as a challenge to overcome. The good news is that if you're short on grit, you can get more. Increasing your self-awareness, especially with help from experts, is the way to start. Also consider these five suggestions:

1. **Cultivate "realistic optimism."** "Realistic optimism" isn't blind faith or false hope; it's looking for the best in things and then working to make them happen. It's accepting what's going on around you, but at the same time admitting what needs to be changed. It's about resilience, "getting back on the horse," and trotting on. It's a productive pattern of thinking. If a particular course isn't going well for you, realistic optimism means admitting it and moving ahead full throttle to reverse the situation. Some students just throw up their hands and decide a particularly challenging course is a waste of their time. Instead, invest *more* time to show you can do it.
2. **Fail forward.** Have you ever thought about the good things that can come from tough challenges? "J.K. Rowling described to a Harvard graduating class a perfect storm of failure—broken marriage, disapproving parents, poverty that bordered on homelessness—that sent her back to her first dream of writing because she had nothing left to lose. 'Failure stripped away everything inessential,' she said. 'It taught me things about myself I could have learned no other way.'"[39] *Dilbert* cartoonist Scott Adams says, "If you're taking risks, and you probably should, you can find yourself failing 90% of the time. The trick is to get paid while you're doing the failing and to use the experience to

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"Always focus on the front windshield and not the rearview mirror."

Colin Powell, American statesman, retired four-star General, and 65th U.S. secretary of state

gain skills that will be useful later. I failed at my first career in banking. I failed at my second career with the phone company. But you'd be surprised at how many of the skills I learned in those careers can be applied to almost any field, including cartooning … failure is a process, not an obstacle."[40] Many people picture failures as "crash and burn" scenarios. Try picturing failure as "forward progress." When you trip and fall, can you come out ahead in the long run?

3. **Realize that becoming resilient is a process.** Some people think that the natural response to a stressful event is depression. Depression is a possible response, but it's only part of the picture. Becoming resilient is a process that involves passing through other emotional states like shock, guilt, anger, even blame. But the healthiest among us have enough reserves within us (or we can get them from others who care) to achieve positive change. Think back to a time in your life when you showed resilience during a difficult situation and remember the emotional process you went through. You don't just decide to "get over it"; you work through it. The same process applies to tough challenges you will face in college. It's important to realize that a particular academic setback is temporary, and that you *can* work your way through it.
4. **Recognize how you contribute to your own need for resilience.** You can't snap your fingers and control everything. But you *are* the author of your own life—not your parents or teachers or even your friends. If you run into bureaucratic red tape in college, find out how to cut through it and pursue answers yourself. If you tend to procrastinate with a capital "P," take command and get your work done. If the temptation of technology overwhelms you, zero in and focus. If you'd like to improve your performance in a course, find a resource to help you. Leaving problems to someone else to solve for you or hoping they'll resolve on their own can cause your stress level (and your need for resilience) to skyrocket.[41]
5. **Look around.** Daniel Goleman, expert on emotional intelligence, says this, "**Self-absorption** in all its forms kills empathy, let alone compassion. When we focus on ourselves, our world contracts as our problems and preoccupations loom large. But when we focus on others, our world expands."[42] Sometimes reaching out to someone else who is also dealing with hard times puts things in perspective, and helping someone else develop resilience helps you develop more.

self-absorption only thinking about yourself and your own problems

Consolidated News Pictures/Hulton Archive/Getty Images

"I did then what I knew how to do. Now that I know better, I do better."

Maya Angelou, American poet (1928–2014), shown here speaking at the inauguration of President Bill Clinton

So when unexpected challenges come up—and they surely will—remember the earlier quote: "There's a crack in everything. That's how the light gets in." Cracks are just cracks. They don't have to become breaks. And they can shed light on an otherwise dark situation. It's not the challenge itself that counts; it's how you respond to it. When hard times strike, remember the three "C's," see the light, and get truly gritty.

This Course Has a Proven Track Record

If you're reading this text, there's a good chance you're enrolled in a first-year seminar course, called something like First-Year Seminar, First-Year Experience, College Success, Learning Community, or any of a host of

other names. These courses are designed to introduce you to college life, familiarize you with your own campus, and help you improve your academic skills. Do they work? According to experts, the answer is yes! Of course, you have to keep your part of the bargain, but in general, community college students who complete first-year seminars are much more successful.

According to one study, "87 percent of high school students surveyed... said they wanted to go to college, [but] only 45 percent felt ready to succeed there."[43] Practices such as interactive orientations, Guided Pathways, and tutoring and coaching can help raise competence and confidence. Take a look at the results of another major study in Figure 1.2. Students who completed a college success course that encouraged them to apply their new skills were more likely to stay in school, succeed academically, and complete more credits. (See Box 1.5 and Exercise 1.4 for insights about how FOCUS Challenge Cases can help you imagine your own success.) That's what this course is about: your success. Your instructor and your classmates are rooting for you. Now it's up to you!

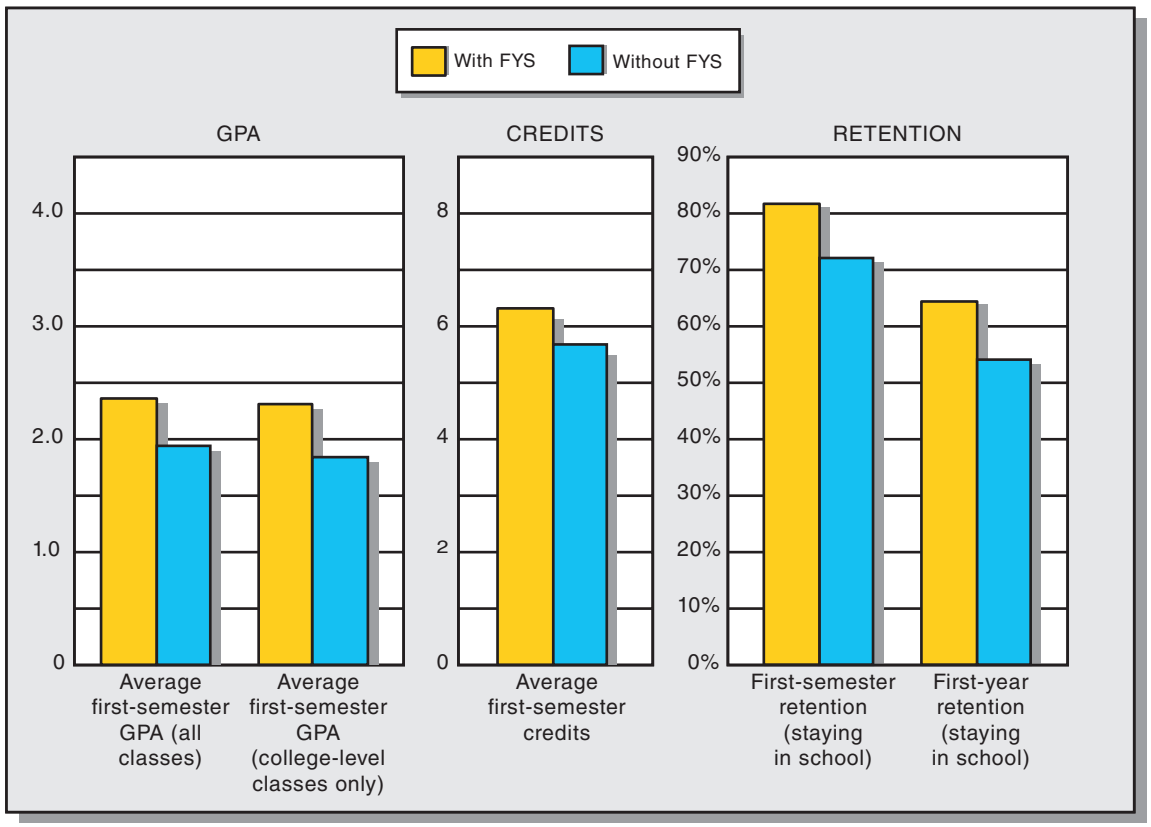
One thing is sure: College will change you. Most every high-intensity experience full of opportunities does. Take advantage, meet new people, and stretch yourself. You may notice that as a result of your college experience, your old relationships may "fit" differently. Your romantic partner may brag about you or secretly envy you. Your family may praise your efforts or hardly notice. But you

"I think it is possible for ordinary people to choose to be extraordinary."

Elon Musk, CEO of Tesla Motors and founder, CEO, and Chief Engineer at SpaceX

Figure 1.2

Comparing Community College Students Who Completed a First-Year Seminar Course with Those Who Did Not



Source: Adapted from Karp, M. M., Raufman, J., Efthimiou, C., & Ritze, J. (2017). Revising a college 101 course for sustained impact: Early outcomes. *Community College Journal of Research and Practice 41*(1), 42–55.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

will. If you finish what you've begun, you will watch yourself become a more sophisticated, more knowledgeable, more confident person. You can't help but be. Ask yourself now, at the beginning of your college experience, just how you'd like to change, and make it happen.

Box 1.5 How to Read a FOCUS Challenge Case

Each chapter of *FOCUS* begins with a FOCUS Challenge Case about a real student, portrayed by a member of the *FOCUS* cast. (You'll see the cast members in photos throughout the text—and will perhaps almost feel you know them all by the end.) As you read the case study, you may think: *Hmmm… this is an interesting story, but what does it have to do with me?* Make the most out of these case studies by following these suggestions:

- **Make a connection.** Although you may be a different age, gender, or ethnicity, look at the issues beneath the surface. Actually, you may have some things in common with the case study character, or you may know someone else who does. Are you tempted to make some of the mistakes Carson is making? Is your best buddy worried about similar issues? Did your sister, who was in college before you, struggle with her writing class, as Carson does? Make sure you put down your thoughts in response to the INSIGHT questions that go with the case.
- **Get engaged.** The case studies are designed to be a fully interactive and visual experience for you. You can gain a complete picture of the case study students by reading their story *and* looking closely at the photos and visual examples. Learn even more about the students by looking at sample e-mails, notes, text messages, Instagram photos, and other key visual examples of their lives.
- **Think critically.** Imagine yourself in a conversation with the case study students. What advice would you give them? How would you help them solve their problems? Becoming an active reader and critical thinker will help you build skills that will contribute to your success as a college student.
- **Prepare to learn.** The case study will preview many of the topics you'll read about in the chapter. The chapters will provide you with strategies to deal with these challenges. Make sure you read each case thoroughly, watch for things you will learn in the chapter, and then answer the Reaction questions that follow.

If you follow them through the text, these featured students will lead you into a rich, "FOCUSed" learning experience!

Exercise 1.4 Write Your Own FOCUS Challenge Case

Everyone has a story. This is your opportunity to tell yours! Start by flipping through *FOCUS* and skimming the other Challenge Cases. Perhaps your biggest challenge will be something like those facing Katie Alexander or Derek Johnson, or maybe your particular challenge doesn't appear in this text. This exercise will allow you to personalize what you will learn in this class and identify possible issues that may interfere with your success in college early on.

1. First, write your story. Your instructor will give you specific guidelines, but in general, write a two-page case study that highlights your previous learning experiences, your expectations for college, key pieces of your life outside of college that may interfere with your success, and the top challenges you are facing right now in college. You should write your story in the third person, and you may give yourself a fictional (but real-sounding) name. You may write, for example, "It was her first day of college, and the temperature outside had reached a record high. She rushed into the building from the parking lot so that the air conditioning would start cooling her down right away. But she had more than the temperature outside on her mind. She was nervous. No one from her family had ever gone to college, and suddenly she felt pressure to impress them"—or whatever was true for you. Remember to leave things up in the air at the end of your case study, just like the cases in *FOCUS*, so that someone else can read it and think about what would help you succeed. (If you expect everything to be "smooth sailing" for you, you may prefer to write about a friend or relative beginning college, and that's acceptable too.)

2. Choose personalized images to surround your story—a photo of you, other photos of people in the story, images that relate to the case, whatever you wish—and place them around the story. (Go to an online site that has free images you can choose from or use your own photos.) Your case should look something like one of the ones in *FOCUS*. You may use whatever e-tool you wish to create your case (PowerPoint or Word, for example), but your instructor may want you to turn in a paper copy or upload it.

3. Write three to five questions to go along with your case. Start by thinking about issues where you need the most advice, and build your questions around those. You may want to ask your reader, "What's the primary challenge facing this new student? Describe it in your own words." or "Why is this issue something that could interfere with college success?" Your instructor may ask you to answer these questions yourself or swap your case with a classmate and answer their questions.

Insight: *Now* What Do You Think?

At the beginning of this chapter, Carson Reed faced a series of challenges as a new college student. Now after learning from this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Carson's case study. What are some of the possible outcomes for Carson?

Action: Your Plans for Change

1. Why are you going to community college? How do you see your college experience impacting your future?
2. How do you plan to increase your resilience and tackle tough challenges that come up in college?
3. How do you want college to change you? Why?

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you, and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. So far, is community college what you expected? Why or why not?
2. Explain the process a student should go through to select specific college courses and a college major.
3. What does the term academic professionalism mean to you?
4. Describe two ways of demonstrating resilience in college.
5. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete it (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you'll read?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Becoming Mindful, Setting Goals | 2

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to becoming mindful and setting goals, what are you most unsure about, if anything? Put check marks by the phrases that apply to you or write in your answer.
   - ☐ What it means to be mindful
   - ☐ How mindset and motivation fit in
   - ☐ What I really want to do with my life
   - ☐ Whether my dreams are achievable
   - ☐ How to set realistic goals
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll keep thinking about it.
   - ☐ I'll ask for guidance from an expert on campus.
   - ☐ I'll see which courses really interest me.
   - ☐ I'll figure it out on my own.
3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ What mindfulness is and why it's important
   - ☐ How mindfulness, mindset, and motivation affect college success
   - ☐ How this text will help you learn
   - ☐ How positivity and hope help you succeed
   - ☐ How to understand your values, dreams, and goals
   - ☐ How to develop *goals* to help you achieve your *dreams*

YOUR READINESS FACTOR

1. How motivated are you to learn more about becoming mindful and setting goals? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

New Africa/Shutterstock.com

Focus
Challenge Case

Sylvia Sanchez

Her own apartment—finally! As Sylvia opened the new package of turquoise sheets for her bed, she felt excited but at the same time, amazingly calm. Frankly, she couldn't believe her parents had agreed to it. But their response to the idea had been, "Sure, if you're willing to pay your own rent, we'll find plenty of uses for your room. But don't even think about taking Charlie with you! Get your own dog!" they had said, in a surprisingly serious tone.

So Sylvia had been counting off the days all summer, and frankly, it felt good to be on her own. No younger brothers and sisters squawking, no parents breathing down her neck, no grandparents living right next door, and no lame boyfriend thinking he could just hang around all the time. A fresh start—that's what she wanted. She stopped to check her cell phone—four new texts, probably all from him. And all those pictures of her he had posted on Facebook this morning! She wanted to write back and tell him to get over it, but she thought she'd better wait awhile for that. *Let's just see what college has to offer. That's smarter*, she admitted. When she arrived at the new apartment, she noticed that her three high school friends—soon to be roommates—hadn't arrived yet, so naturally Sylvia claimed the best bedroom. *They'd probably have done the same thing*, she reassured herself. *They should have gotten here earlier.*

Sylvia had always been smart—not brilliant, but smart enough to know how to play the game. She was always rushing around, doing a hundred things at once. Focusing wasn't her strong point, and multitasking didn't always get her the best grades. But truthfully, she'd never even cracked a book during her senior year and still passed all her classes. She always did her homework in front of the TV (that is, when she did any) while she played with the dog, texted her friends, played some addictive online game, and checked her Facebook page. College, she imagined, would be a slightly harder version of high school. It couldn't be as hard as her parents had warned. She remembered their threats when she brought home a bad grade in high school: *You just wait until you start college!* How would they know? They'd never even been to college themselves. If all that propaganda from parents and high school teachers were really true, no one would go to college! *How hard can it possibly be?* she asked herself. Her parents said they'd help financially when they could, but she wasn't expecting much. "And we're not paying for anything below a B!" her father had insisted. She just had to keep her grades up enough to hold onto her financial aid, and if she could manage to impress her parents, that wouldn't hurt, either. Her track record in school had never been all that great, but maybe—just maybe—she could change that in college.

Of her four new college courses, Sylvia was least worried about her college success class. *Automatic A*, she predicted. *Everyone knows how to study. It's just common sense*, she thought to herself. But did she *really* know the best ways to study? Did she actually know how much to study to "live up to her potential"? Those were different questions. The thought of writing an essay every week for her

< Student

Self-service Student

Course Schedule
Main Campus
FALL SEMESTER

Student: Sanchez, Sylvia

Course ID	Course Title	Hrs	Days	Meeting Times	Bldg	Room	Meeting Dates	Status	Instructor
PSYCH 100	INTRO TO PSYCH	3.0	T R	0800AM-0925AM	SCI BLDG	210	8/18/22-12/17/22	ENROLLED	FREEMAN, SIMON
ENGL 130	ENGLISH COMP	3.0	M	0935AM-1215PM	MAIN HALL	105	8/18/22-12/17/22	ENROLLED	MORRISON, TAMI
UNIV 101									
PHIL 102									

Community College

< Employee

August Employee Roster

Work Schedule August, 2022

Fernando's Hideaway, Sout

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Abel, Nora	8-5	2-CL	9-6	2-CL	8-5	9-6
Collins, Becky	2-CL		2-CL			2-CL
Sanchez, Sylvia		8-5		9-6	9-6	8-5
Harper, Alex			9-6	8-5	10-7	2-CL
Williams, Ebony		10-7		2-CL		8-5
Parker, Patricia	9-6	8.5	10-7	2-CL		

Monkey Business Images/Shutterstock.com

Mom & Dad – last summer

English Composition class brought on major dread; in fact, she wasn't all that excited about any of her classes. There might be other, more compelling pursuits that took up her time in college, like meeting interesting people and finishing her demo CD.

The one thing Sylvia knew for sure was that she desperately wanted to make it in the music industry, and her parents desperately wanted her to major in business. "How many people actually become famous musicians?" they would ask. Her Dad grilled her regularly on the subject. "There are all kinds of possible careers if you earn a business degree, but how many people actually make it as musicians—even if they're good? What are the odds? College is the way to go, and a certificate in business makes sense. Your mother and I never had the chance; don't blow this opportunity!" "Yeah, whatever . . ." was her usual retort.

But all Sylvia really wanted in life was to be behind a microphone in front of an audience. And the bigger the audience, the better. Someday—she just knew it—she'd sign a recording contract with a major record label. All her friends told her how good she was. They'd even encouraged her to try out for a TV singing competition. Imagine—fame and fortune. *Sylvia Sanchez, recording artist* . . . even her name had the right ring to it and eventually, everyone would recognize it. They'd download her top hits, and she'd have the clothes, hair, make-up, and money she'd always wanted. As she stood at the foot of the bed, admiring her new sheets, Sylvia caught a glimpse of herself in the mirror on the wall. "Looking good!" she whispered.

Suddenly, Sylvia heard laughter in the hallway and realized it was her new roommates. They had hung out together in high school, but how would she like actually living with them? Would they start getting on one another's nerves? Deep down, Sylvia realized, she really did want to be successful in college. But she also wanted to live her own life and do her own thing. Still, she rationalized, *If this whole college thing doesn't work out, I'll move back home to save money, pick up where I left off, work retail for a while, and wait for the future I* really *want.*

Reaction: What Do *You* Think?

1. Is Sylvia sufficiently motivated to succeed in college? Why or why not?
2. Describe Sylvia's beliefs about her intelligence. Does she think college is mostly about effort or about ability? Is Sylvia a *learner* or a *performer*?
3. Is Sylvia's vision of becoming a famous singer a goal or a dream? Why?
4. Are any elements of Sylvia's situation similar to your own college experience thus far?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"When I was in grade school, they told me to write down what I wanted to be when I grew up. I wrote down happy. They told me I didn't understand the assignment. I told them they didn't understand life."

John Lennon, singer/songwriter (1940–1980)

Imagine this voicemail greeting: "Hi. At the tone, please answer two of life's most important questions. Who are you? And what do you want?" Beep. Can you answer these questions right now? How much do you really know about yourself and what you want from this life of yours?

College is a great time to think about who you are and what you want. In addition to learning about biology or history or business, college will be a time to learn about yourself: your motivation, values, dreams, and goals. You may make some of the most important choices of your life. Which major will you choose? Which career will you aim for? From this point on, it's up to you. Have you ever heard this phrase with 10 two-letter words: "If it is to be, it is up to me"? It's true. So even if you don't have everything figured out right now, you can't go wrong by investing in your future.

Of course, some people achieve success without a college degree, but by and large, they're the exception. Even movie billionaire Steven Spielberg, winner of seven Academy Awards for his movies *Schindler's List* and *Saving Private Ryan*, felt the need to finish the college degree he had started more than thirty years before. Addressing the 2016 graduating class at Harvard, he said, "eventually, I returned [to college] for one big reason. Most people go to college for an education, and some go for their parents, but I went for my kids. I'm the father of seven, and I kept insisting on the importance of going to college, but I hadn't walked the walk. So, in my fifties, I re-enrolled at Cal State–Long Beach, and I earned my degree."[1]

People go to college for many different reasons, but if you read this text carefully and follow its advice, it will help you become the best student you can possibly be. It will give you practical tools to help you manage your life. It will take you into your next level of education or into your career. And most of all, it will encourage you to become a true learner. That is this text's challenge to you as you begin your college experience.

The "Three Ms" of College Success: Mindfulness, Mindset, and Motivation

What does it mean to succeed? Is success about money, fame, status? According to motivational author Robert Collier, "Success is the sum of small efforts, repeated day in and day out." Perhaps when you think about it, success seems off somewhere in the distance—something that appears out of nowhere. But, actually, you are the person who will define success in your life, and it starts now.

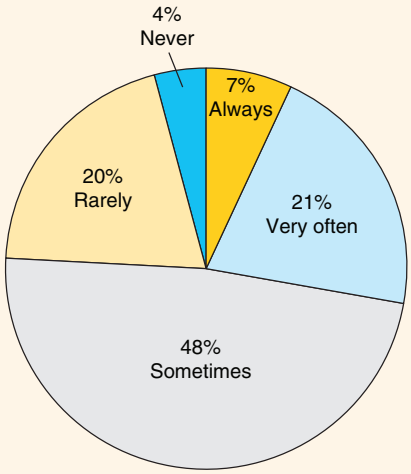
Success in college will require both academic skills and what are typically called "soft skills." Naturally, reading, writing, and presenting will be critical skills to have in place. But if your moods, attitudes, or feelings get in the way, it may be harder to achieve success in college. Soft skills count more than you might imagine. To learn more, read the short "Start with Why" article that follows.

Start with *Why?*

2.5 Minute Read

Why mindfulness? Isn't it just a buzz word, a hyped-up fad, mindless psychobabble? The answer is a simple yet unequivocal "no." It's a crazy busy world out there. We work from home, we work at the office, we work anywhere. A new survey indicates that 92 percent of employees now work evenings and weekends.[2] A full 76 percent of employees experience burnout at least sometimes, and 28 percent report that they very often or always do.[3] "But how people experience their workload has a stronger influence on burnout than hours worked," Gallup, the American public opinion and data analytic polling organization, reports. How do we experience our work and what can we do about it? At work, in college, or throughout the routines of daily life, mindfulness can help. The time to start becoming more mindful is now, not only for your time in college, but for your career later.

Mindfulness reduces stress, lowers blood pressure, and improves your ability to monitor emotion. In the corporate world, mindfulness training has produced big-time results. Take Google and Twitter, for example, companies that have trained thousands of employees who don't just want to survive the workday and then feel better on the weekends. They want work-life balance and improved "soft skills," a better quality of life in both their work and home lives.[4] Google's mindfulness programs teach emotional intelligence, which helps people communicate better, increase their resilience, and improve



76% of employees experience burnout on the job at least sometimes

mental focus. Participants say that mindfulness training has helped them be calmer, more patient, more skilled at handling their emotions, and better listeners.[5] More than one-third of Aetna's 50,000 employees have taken part in a company-sponsored mindfulness course. In addition to being better able to focus, employees reported that their stress levels dropped by 28 percent, their sleep quality improved 20 percent, and whatever pain they had been experiencing dropped by 19 percent.[6]

Steve Jobs, a strong believer in mindfulness and a regular meditator, used mindfulness to get Apple employees' creative juices flowing. Taking mindful moments allows people to see things as they could be—"stories of the future"—so that they can envision potential positive outcomes. "Pessimism narrows our focus, whereas positive emotions widen our attention and our receptiveness to the new and unexpected."[7] That's good for business!

Okay, maybe benefits like these are for later, after you've launched your career. But what does all this have to do with you as a new college student? It may not be true for you, but research reports that today's college students are more distracted and stressed out than ever.[8] It was hard to focus when the laundry room or your bedroom took the place of the campus library or a study lounge during the shutdown.[9] It's hard to learn when your attention is splintered off in many different directions at once, and constantly being interrupted is a big contributor to stress. Cultivating mindfulness can help.

And, there's mounting evidence that mindfulness doesn't just affect your attitude, it can literally change your brain: "Research has found that it [mindfulness] increases density of gray matter in brain regions linked to learning, memory, emotion regulation, and empathy."[10] The trick, of course, is that to reap the genuine benefits of mindfulness, you actually have to practice it—regularly.[11] Consider apps that can help you become more mindful: Shine, Meditation Studio, Headspace, and Calm, for example. Take a few minutes throughout the day to hit the pause button and regroup. Most importantly, as a new college student, mindfulness can help you clear the deck for learning: "If your car [or in this case, your brain] is ready to go, you can leave faster than if you have to turn on the engine."[12]

Mindfulness: Getting Ready to Learn

Do you remember when you were a kid in elementary school? Every morning, the teacher called "roll." When your name was called, you would usually say, "here." But if you wanted to feel really special that day, you might say "present,"

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

mindfulness focusing awareness on the present moment

which sounded much more sophisticated. Then, being present just meant that you were there; it wasn't a guarantee that you'd pay attention. **Mindfulness**, however, *is* about "being present"; it's about your attention. It means paying attention to your attention so that you can gain better control of it. Now there's an idea!

Slow down and enjoy life. It's not only the scenery you miss by going too fast—you also miss the sense of where you are going and why.

Eddie Cantor, American singer and songwriter (1892–1964)

In today's emotionally exhausting world where 40 percent of us believe that the stress of the pandemic has affected our mental health, mindfulness doesn't come naturally. It's easy to be concerned about the many demands on our time and attention. Online classes, meetings, and even social events monopolize our screens, and many of us are "on" 24/7.[13] On the one hand, "We want to connect and be connected. We want to effectively scan for information and optimize for the best opportunities, activities, and contacts, in any given moment. Somehow we think that to be busy, to be connected, is to be alive, to be recognized, and to matter."[14]

But at the same time, we may be suffering from tech exhaustion and "Zoom Fatigue." In fact, nowadays when people ask, "How are you?" or "How's it going?," instead of "fine" or "OK," people often respond by saying "Busy!" In today's society, "busyness" has become a status symbol. Being busy must mean we are "in demand." "Everybody wants a piece of us," and that supposedly gives us prestige.[15]

But truthfully, instead of giving us prestige, overwhelming claims on our time and attention increase our anxiety and stress. We are so connected that it's hard to slow down long enough to process what's really going on inside us and around us. What's easy is going through the motions and speeding through life, but *mindlessness* can take its toll. Our minds are full of distractions, and we may neglect the romantic partner who just wants a sympathetic ear, the child tugging on our jeans, the teammate with the ball, the soldier next to us, the patient lying in the hospital bed, or the instructor teaching an online course. What can we do about it?

The best antidote for a hectic lifestyle is not just slowing down, it's learning to be present in the moment, to stay focused. A hot topic in the world of careers right now is *mindfulness*, a word that used to make people think of monks on Himalayan mountain tops, Buddhist chants, and Zen meditation. Now mindfulness experts train employees in all kinds of organizations—Google, Intel, Apple, Aetna, HBO, Target, professional sports teams, the military, and healthcare workers—even the Pentagon and the Congress. According to some studies, over 50 percent of employees undergo mindfulness training.[16] As a new college student learning to *FOCUS*, why not get a head start by learning to practice mindfulness now?

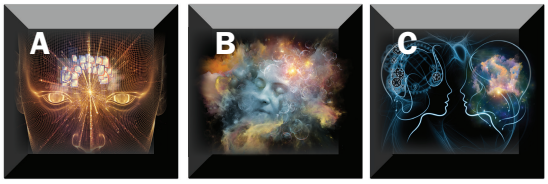
So what is mindfulness, exactly? An easy explanation to remember is based on the letters A, B, C: being Aware—really aware—of what's going on inside you and around you, Being—just being in the present—not regretting the *past* or worrying about the *future*. And thirdly, seeing (C-ing) things or being observant so that you respond more wisely.[17]

The A B Cs of Mindfulness

Aware

Being

C-ing things and responding more wisely



Agsandrew/iStock/Getty Images; Agsandrew/Shutterstock.com; Agsandrew/Shutterstock.com; Atlaspix/Shutterstock.com

Think of it this way: Often we just let go with a quick "automatic" response when we feel wronged, for example, and we snap back to a family member, "You are *such* a loser!" Instead, being mindful might help you pause for a moment and think about your response by considering the other person's point of view. Perhaps your family member is distracted by a bigger problem, working through a sticky situation on the job, or dealing with bad news. You don't really know, so if you're mindful, you'll be more likely to respond neutrally or even with empathy instead of "going off" on them.

Mindfulness typically includes meditation, which isn't necessarily sitting cross-legged on the floor with fingers and thumbs touching, nor does it require converting to Buddhism. You can meditate by quietly concentrating on something specific like your breath going in and out, in and out, and noticing sensations and thoughts. Or meditation can be doing something as simple as closing your eyes and "regrouping" at your desk for a few minutes at the start, middle, or end of the day. Your mind will wander; that's natural. Just gently pull it back and refocus your attention to where it was when you started. While you're meditating, it's important to monitor what's going on in your head, but remember: "Thoughts and feelings (including negative ones) are transient" almost as if they're on a conveyor belt in your mind. "They come and go, and ultimately, you have a choice about whether to act on them or not."[18] Just because you think or feel a certain way doesn't mean it's true or real. And you don't need to worry about whether you're meditating incorrectly. If your thoughts drift away, just gently pull them back and focus on your breathing again. Don't judge yourself and worry whether you're "doing it" right.

Tzido Sun/Shutterstock.com

To some people, reflecting quietly is a challenge; being on the go is the norm, and stopping to look inward and think about yourself, your values, and your life seems hard. It's supposed to be hard—that's normal—and meditation isn't just "one more thing to do."[19] In fact, as you're reading right now, you may be thinking, "I'm just starting college, and I should be thinking about my classes" or "I'm not a spiritual person, and besides, I don't have time for mindfulness!" These are common reactions, but experts believe that mindfulness actually *saves* time. Grabbing a few moments of solitude and reflection isn't just one more thing on a to-do list, and it's not necessarily "religious." In fact, "The busier you are, the more you need mindfulness."[20] It's deliberately doing *nothing* in order to reap the benefits, like being available to focus on your work when you need to, and noticing the world and people around you—not to mention living your life to the fullest, right now, in the present moment. Figure 2.1 provides some practical strategies to help you specifically focus on your academic work.

Mph Photos/Shutterstock.com

"If I can slow it down in my mind, things will be fine."

Aaron Rodgers, Green Bay Packers quarterback, attended Butte College, Oroville, California, and transferred to the University of California at Berkeley

Mindset: Recognizing the Value of Effort

Successful people have several things in common: they love learning, look for challenges, value effort, and keep going even when things get

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 2.1

Quick Study: How to Focus When It's Next to Impossible

How to Focus
When It's Next to Impossible
Most people struggle to focus these days
Bring healthy food.
Keeping your blood sugar at a good level helps you focus.
Put your phone in another room.
You can still hear an emergency call, but you won't be tempted by apps.
Be ergonomically correct.
Back and neck pain can be distracting. Google what's best for your posture.
Make a list and check off items.
This is an easy way to get a real sense of accomplishment.
Time yourself.
When the timer bings, you get a buzz!
Turn it off if you don't need it.
You may think music helps you study, but if it makes you want to sing along or get up and dance, it's more likely a distraction.
Declutter your desk.
Mess can cause stress.
Use headphones to block out noise.
Putting on white noise may help you zero in.
Finish History Paper by Wednesday at 6:00 PM.
Frame your goal.
Look at it often.
Bring your pet along.
Their devoted attention can help you focus yours.
Reward yourself.
Go to a movie, have a friend over—do something to celebrate success.
Yay!

tough.[21] They demonstrate both *ability* and *effort*. These two things are ingredients in any recipe for success.

Some people think ability is more important than effort, and when it comes to ability, they think that the bad news is: either you have it or you don't. Whoa! In fact, new students often worry about whether they're smart enough for college.[22] If you wonder about that from time to time, just realize that these self-doubts are normal—actually not only for college students but people in various stages of life. ("Am I smart enough for this new job?" "Will my co-workers figure out that I have no idea what I'm doing?")

But here's a new way of thinking about the question of ability versus effort. Take the notion of genius, for example. Experts used to think that a genius was someone born with extraordinary talent, like Mozart. From an early age, geniuses demonstrate exceptional natural abilities, they thought. But experts have changed their thinking: "What Mozart had, we now believe, was … the ability to focus for long periods of time. The key factor separating geniuses from the merely accomplished is not a divine spark.… It's deliberate practice. Top performers spend more hours (many more hours) rigorously practicing their craft."[23] A master violinist once said, "I practice the violin eight hours a day for 40 years, and they call me a genius?" Effort counts much more than you might think. Angela Duckworth, the author of *Grit*, claims, "as much as talent counts, effort counts twice." She points to actor Will Smith and his "ridiculous work ethic" as a prime example of what effort can do.[24]

Carlos Alvarez/Getty Images Entertainment/Getty Images

"The only thing that I see that is distinctly different about me is: I'm not afraid to die on a treadmill. I will not be outworked, period. You might have more talent than me, you might be smarter than me, you might be sexier than me. You might be all of those things. You got it on me in nine categories. But if we get on the treadmill together, there's two things: You're getting off first, or I'm going to die. It's really that simple."

***Will Smith, nominated for five Golden Globe Awards and two Academy Awards, and winner of four Grammy Awards, as quoted in* Grit**

That said, think about some of the possible combinations of ability and effort. If you have high ability and put forth great effort, you'll most likely succeed. If you have high ability and put forth only a little effort, and still succeed, you've just proved how smart you must be! But if you have high ability and put forth only a little effort and fail, you can always claim you didn't have the time to invest or you didn't really care, right? You can always say that you could have done well if you'd tried harder. Rationalizing like this can become a dangerous **self-handicapping** strategy, one that hurts you in the long run.[25]

self-handicapping hurting your own chances to succeed

Some college students actually don't work very hard in school, perhaps because they have no confidence in themselves or because they're afraid they'll fail, and then they rationalize when they don't do well. "See? I just proved that I'm not smart enough for college," they might say.

Research by Carol Dweck and her colleagues at Stanford shows that what you *believe* about your own intelligence—your **mindset**—can make a difference in how successful you'll actually be in college. At first glance this statement seems absurd. What does what you believe about intelligence have to do with how smart you really are? The scaled questions in Exercise 2.1 demonstrate that there are two basic ways to define intelligence. Some of us are *performers*, who agree with statements 1 and 2, while others of us are *learners*, who agree more with statements 3 and 4. What did you find when you tried responding to these four short statements on your own?

mindset a learned view about whether intelligence is predetermined or can be expanded

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 2.1 Theories of Intelligence Scale

What is intelligence? Are people born with a certain amount? Or can it be cultivated through learning? Using the following scale, select the number that corresponds to your opinion to each statement. There are no right or wrong answers.

1	2	3	4	5	6
Strongly Agree	Mostly Agree	Agree	Disagree	Mostly Disagree	Strongly Disagree

1. _____ You have a certain amount of intelligence, and you can't really do much to change it.
2. _____ You can learn new things, but you can't really change your basic intelligence.
3. _____ You can always substantially change how intelligent you are.
4. _____ No matter how much intelligence you have, you can always change it quite a bit.

performer someone who is driven to appear smart

learner someone who is driven to learn, even by making mistakes

The first two statements indicate the extent to which you see yourself as a **performer**. Performers believe that everyone is given a set amount of intelligence; it's fixed. You can't get any more; you're stuck with what you've got. The second two statements indicate that you believe in a growth mindset as a **learner**. Learners believe you can grow your intelligence if you take advantage of opportunities to learn. Whenever you tackle a tough challenge, you learn from it. Whenever you fail, you figure out how to improve from your mistakes. The more you learn, the more intelligent you can become. Understanding which view of intelligence you support (although the scale actually represents more of a continuum than an either-or choice) will make a difference in how you approach your college classes, as well as the outcomes—both positive and negative—that you'll achieve.

"Don't show up to prove, show up to improve."

***Simon Sinek, author of five best-selling books, including* Start with Why**

To *learners*, academic challenges are opportunities for growth; to *performers*, academic challenges are threats that might reveal their shortcomings. Performance is about measuring ability. In poker terms, it's "trying to convince yourself and others that you have a royal flush when you're secretly worried it's a pair of tens."[26] Learning is about investing the effort needed to grasp new things: "Why waste time proving over and over how great you are, when you could be getting better?"[27]

"Don't tell me how talented you are. Tell me how hard you work."

Arthur Rubinstein, Polish-American pianist (1887–1982)

Sometimes students who are highly confident are *performers*. They've always been told they're smart, and they have an image to protect. When they come to a tough course, they may think, "If I have to work hard at this, I must not be very good at it." But if they believe they can develop their intelligence through learning, they have a very different view: "If I have to work hard at this, eventually I'll become *very* good at it." It's not the case that

everyone is equally intelligent. That's not true, but people can boost their intelligence with effort and guidance. Think of college as an opportunity to build up the muscle called your brain, just like you'd bulk up your pecs at the gym. According to Dweck, just learning about the importance of mindset can make a difference. Truly grasping something challenging takes continued effort; performing can simply be going through the motivations. Learners are more likely to be self-motivated; performers love the "cheering of the crowd"—external approval. If you don't do well in a class, as Carol Dweck says, work on shifting your mindset. ("Are you doing well in your composition class?" If you aren't, instead of a pessimistic "no!" shift your mindset to "not yet," and keep working at it.) Mindset matters, perhaps more than you've ever even considered.

> "I heard about a high school in Chicago where students had to pass a certain number of courses to graduate, and if they didn't pass a course, they got the grade 'Not Yet.' And I thought that was fantastic, because if you get a failing grade, you think, I'm nothing, I'm nowhere. But if you get the grade 'Not Yet', you understand that you're on a learning curve. It gives you a path into the future."
>
> ***Carol Dweck, Stanford University, TED Talk, "The Power of Believing That You Can Improve"***

Let's admit it: We live in a performance-based society. Getting good grades is what it's all about, we're told. We all want to do well, look good, appear smart, and impress others. Did your previous schooling emphasize the performance mindset? Do you come from a family that overemphasizes grades? Is your family putting extra pressure on you because they never had the chance to go to college? Are you from an underrepresented population on campus and because of this you feel performance pressure to succeed?[28] That's normal, but your view of intelligence can be changed, and changing it may be your key to academic success. There is evidence that students who are taught the value of a **growth mindset** over a **fixed mindset** can actually achieve more than students who aren't.[29]

growth mindset a belief that skills and intelligence can be improved with effort

fixed mindset a belief that people are either good or bad at doing something and can't do much about it

motivation the process or reasons that propel people toward their goals

Of course, a growth mindset isn't just about effort, and it's not about any old effort. But it is about giving the best effort you can, expanding your set of effective strategies, and realizing you need to get help when you're stuck.[30]

Regardless of what you believe about your precise intelligence level, the fact is this: *Intelligence can be cultivated through learning. And people's beliefs about their intelligence can be shifted.* That's where the answer to the "Am I smart enough to be here?" question can be found. The real question is this: Can I grow my intelligence and give college my best effort?

Motivation: Wanting to Learn

Let's get serious. When it comes right down to it, **motivation** is a huge factor in any type of success. In general, motivation is your drive to give something a go, even when the going gets rough. The word *motivation* comes from Medieval Latin, *motivus*, meaning moving. What *moves* you to learn? There are many ways to define motivation, and different people are motivated by different things.

Whose job is it to motivate you in college? Your instructor's? Your parents'? This text's? Yours? *Can* anyone else besides you motivate you? This text will ask you: How motivated *are* you to succeed in college? And *how* are you motivated? To begin answering these questions, take a moment to fill out Exercise 2.2, Academic Intrinsic Motivation Self-Assessment now.

> "I am thankful for my struggle because, without it, I wouldn't have stumbled across my strength."
>
> ***Alex Elle, writer and self-care advocate***

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 2.2 Academic Intrinsic Motivation Self-Assessment

How intrinsically motivated are you? Read each of the following statements and select the number between one and five that most accurately represents your views about yourself.

	Completely Not True	Somewhat Not True	Neutral	Somewhat True	Completely True
1. I have academic goals.	1	2	3	4	5
2. I am confident I can complete my degree.	1	2	3	4	5
3. I determine my career goals.	1	2	3	4	5
4. I enjoy solving challenging, difficult problems.	1	2	3	4	5
5. I work on an assignment until I understand it.	1	2	3	4	5
6. I am confident I will finish a degree or certificate.	1	2	3	4	5
7. I determine the quality of my academic work.	1	2	3	4	5
8. I am pursuing college because I value education.	1	2	3	4	5
9. I feel good knowing that I determine how my academic career develops.	1	2	3	4	5
10. I have high standards for academic work.	1	2	3	4	5
11. Staying in college is my decision.	1	2	3	4	5
12. I study because I like to learn new things.	1	2	3	4	5
13. I enjoy doing outside readings in connection to my future coursework.	1	2	3	4	5
14. I am intrigued by the different topics introduced in my courses.	1	2	3	4	5
15. I study because I am curious.	1	2	3	4	5
16. I look forward to going to class.	1	2	3	4	5
17. I am excited to take more courses within my major.	1	2	3	4	5
18. I enjoy learning more within my field of study.	1	2	3	4	5
19. I like to find answers to questions about material I am learning.	1	2	3	4	5

	Completely Not True	Somewhat Not True	Neutral	Somewhat True	Completely True
20. I enjoy studying.	1	2	3	4	5
21. I have pictured myself in a career after college.	1	2	3	4	5
22. I am excited about the job opportunities I will have later.	1	2	3	4	5
23. I have pictured myself being successful in my chosen career.	1	2	3	4	5
24. I believe I will make a substantial contribution to my chosen profession.	1	2	3	4	5
25. I feel good knowing I will be a member of the professional community in my area of study.	1	2	3	4	5
Total each column, then add your scores across.	_____ +	_____ +	_____ +	_____ +	_____ =

_____ OVERALL SCORE

Source: French, B. F., & Oakes, W. (2003). Measuring academic intrinsic motivation in the first year of college: Reliability and validity evidence for a new instrument. *Journal of the First Year Experience, 15(1)*, 83–102.

If your overall score on the AIMS in Exercise 2.2 was 100–125, you're intrinsically motivated at a high level. If you scored between 75 and 99, you're intrinsically motivated at a moderate level, but increasing your intrinsic motivation may help you achieve more. If you scored below 75, a lack of intrinsic motivation could interfere with your college success. If your score is below 75, you may need a reality check about why you're in college in the first place, or at the very least, a bit of an attitude adjustment. But here's another thing to remember: Motivation is something you can grow and develop *while* you're in college. You needn't have everything figured out up front; you just have to be willing to stick with it.[31]

When it comes to success in college, it's important to understand the difference between **extrinsic** and **intrinsic motivation**.[32] Students who are extrinsically, or externally, motivated learn in order to get a grade, earn credits, or complete a requirement, for example. They are motivated by things outside themselves, including other people, like parents, who insist they go to college no matter what.

extrinsic motivation an external drive to perform a task or action, typically fueled by a rewards such as praise from others or good grades

intrinsic motivation an internal drive to perform a task or action, typically fueled by curiosity, a desire for challenge, or an eagerness to learn

People who are intrinsically, or internally, motivated learn because they're curious, fascinated, challenged, or because they truly want to grasp a subject. They are motivated from within. Let's be realistic, however. Extrinsic motivation is real and important. You need a particular number of credit hours to earn an associate degree. You'd rather get As than Fs. But how intrinsically motivated you are in college will have a great deal to do with just how successful you are. The motivation to become truly educated must come from within you.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Curiosity: Can Your Body Change Your Mind?

As a nineteen-year-old college student, Amy Cuddy woke up in a hospital bed, surrounded by cards and flowers. She later learned that while she and her college friends were driving overnight to get back to campus in Boulder, Colorado, she was thrown out of the car during a horrific accident. The front right side of Amy Cuddy's brain slammed into the highway, and she suffered a traumatic brain injury. She awoke a different person. Always known for being smart, she was told by doctors that her IQ had dropped by 30 points, and that college would not be a part of her future. *You'll have to find something else to do*, they said, because (in essence), you're not smart anymore.[33] Imagine what a shock that must have been!

Amy did finish college, though. It took guts and perseverance, and it also took her longer than it did her former classmates. Eventually, she earned graduate degrees and began a career in higher education, entering the higher education job market, even though she "felt like a fraud." Amy was worried that others would discover that she wasn't smart enough. Dr. Cuddy, now a professor at Harvard Business School, tells her story in a TED Talk, which has become one of the most-watched TED Talks of all time.

In her book, *Presence*: *Bringing Your Boldest Self to Your Biggest Challenges*, Professor Cuddy writes about the effects of having people in research studies assume confident "power poses" right before challenging situations. When people feel powerful, their bodies expand so that they take up more space. When they feel powerless, they "shrink," almost as if trying to become invisible. See the difference?

Amy Cuddy's book asks "How can we be our strongest selves in life's most challenging situations? We often approach these situations—job interviews, difficult conversations, speaking up for ourselves—with anxiety and leave them with regret."[34] But we don't have to. Presence, as she calls it—part confidence, part comfort level and part enthusiasm—is something we can cultivate.

Cuddy says our minds control our bodies, which most of us already realize, so we know that to some extent, emotions control behavior. When we're feeling depressed, our shoulders droop and we hang our heads. When we're feeling victorious, we raise our arms above our heads and make a "V." But, can the opposite be true? Can assuming the power poses first make us actually feel more powerful? Her research says yes, and other researchers continue to study her claims with mixed results.[35] Our *bodies* can control our *minds*. We can actually *become* more powerful by displaying powerful body language. If an important job interview is coming up, for example, go somewhere private (like the restroom) and assume an expansive "power pose" (like Wonder Woman's) for two minutes beforehand. In her research, people who assume power poses in private before stressful or nerve-wracking events are much more confident and successful. Their bodies have changed their minds.

iStock.com/4x6

Amy Cuddy's recommendation to anyone in college who sometimes feels like a fake ("Am I smart enough?") isn't just the standard suggestion, "fake it 'til you make it." Her advice is, "fake it until you *become* it." It's almost as if she's saying, "If I did it, you can, too!" Our bodies can convince our minds to not only display, but to *achieve* and *own*, the presence needed for success.

iStock.com/wickedpix

Look at Figure 2.2 and select the three boxes (and only three) that most accurately describe your overall current motivation to attend college. When you think about why you're in college, are you generally on the extrinsic side or the intrinsic side—or both? Your instructor may wish to generate a discussion about these questions in class or online.

You completed the Academic Intrinsic Motivation Scale (AIMS) in Exercise 2.2, which is designed to measure your intrinsic motivation to succeed in college in terms of four C-Factors. You'll see that these C-Factors are built into *FOCUS* to boost your intrinsic motivation:

Figure 2.2

Extrinsic versus Intrinsic Motivation

(clockwise from top left): Christopher Hall/Shutterstock.com; Yari/Shutterstock.com; Palto/Shutterstock.com; Pling /Shutterstock.com; Scott Maxwell Lumaxart/Shutterstock.com; Monkey Business Images/Shutterstock.com; Yuri Arcurs /Shutterstock.com; Vasilius/Shutterstock.com

Curiosity Read cutting-edge mini-articles that take new ideas in major fields or the work world and relate them to college success. These short pieces take only three minutes or less to read and may make you curious to read more somewhere else.

Control Apply what you are learning to a challenging task. It may help with your toughest class, a challenging part of your job outside school, or some other difficult situation. Having a sense that you're in control and that the choices you make as a learner matter can motivate you to learn more. As you read these mini-articles, think about the overall challenge of your college coursework. If the challenge is too high in a particular class, it may cause you to become frustrated and give up. Or if the challenge in another class isn't enough, it can can cause you to lose interest. Knowing how to adjust the challenge yourself is essential since that is the one thing you can control.

Career Check out highly useful career advice you can start putting into practice now and carry with you into your new career after college. As you read these short articles, think about how they may apply to your future, and ask yourself whether you have the interest and motivation required to start using some of these techniques now. As Yogi Berra supposedly once said, "In theory there is no difference between theory and practice. In practice there is." It's time to start practicing for your career now!

Challenge Every chapter of *FOCUS* begins with a Challenge Case about a real student experiencing stress related to some aspect of college. The Challenge Cases preview the chapter's contents and present you with situations that could possibly affect you or your classmates. The Challenge Cases ask: How would *you* respond? They allow you to see concepts in action and learn from them in a realistic way.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"People often say that motivation doesn't last. Well, neither does bathing—that's why we recommend it daily."

Zig Ziglar, American motivational speaker and author (1926–2012)

The Bottom Line: Self-Motivation Works Best

Imagine this: Two students volunteer to take part in an experiment: Student A and Student B. Both are tasked with learning some new material in fifteen minutes. Student A reads and rereads the material until it's virtually memorized. Student B tries to figure out what the material means by looking for patterns, connections, and themes. Both students use their fifteen minutes, but Student B totally outscores Student A on a test that follows. Why? Student B was motivated to actually learn the material; Student A was motivated to get through the experiment. Even though you could say that the two students came to the task with roughly the same *amount* of motivation, the *type* of motivation they each had was very different. To better understand motivation, think about these two factors—amount and type.[36]

Think, too, about these three additional factors that explain how and why people are motivated—autonomy (Is it *your* idea?), value (Is it *worth* it?), and competence (Do you have *what it takes*?).[37] Let's take a look at what these terms mean, especially as they relate to you as a college student.

Autonomy ["Is it something I want to do?"] When all is said and done, the kind of motivation that gets the best from you has to *come from you*. Remember this old fable? If you want your stubborn donkey to move, you can do one of two things: dangle a *carrot* in front of him or beat his back side with a *stick*. Heads or tails. These two options relate to positive or negative reinforcement, and the donkey will usually move either way.

Now think about that analogy in terms of human beings. Your parents agree to pay double tuition for any course in which you earn an "A" (a "carrot" approach) or refuse to pay for any course in which you earn lower than a "B" (a "stick" approach). You might be motivated by either of these two strategies, but, typically, the motivation would be short-lived in the first case and stressful in the second. Autonomy means asking: Can I generate the energy required for action on my own? If *you* are motivated to do something, you're eager and energetic. If someone else wants you to do something, especially something you really don't particularly care about, you're bothered and bored. The truth is, the best motivation for doing excellent work in college must come from you. To the extent you're able, choose assignments that fire you up or a major in which you have real interest.[38] If you don't know what that is yet, be on the lookout. You'll find it.

"There's more to motivation than carrots and sticks."

Anonymous

Value ["Is it worth it to me?"] It's much easier to motivate yourself if you think whatever you need to do is worthwhile. Picture two people. Both are picking up bits of paper along a highway. One is doing community service after getting a DUI; the other is looking for a winning lottery ticket that blew out of the car window. The difference in value is probably obvious, especially to them.

In college, you may think to yourself, *What? An essay every week*? Interestingly, we don't respond the same way to other stiff requirements, *What? Three meals every day*? The difference, of

course, is that food is vital; essays aren't, or so we seem to think. If you didn't eat for four weeks, you might die. If you didn't write essays for four weeks, you'd have more time to watch movies. But essays are, in fact, essential for several reasons: they give us an opportunity to reflect and record what we think. They give us practice in a life skill that—believe it or not—may make or break our careers. But the value is s-t-r-e-t-c-h-e-d out. In college, your instructors will value everything they ask you to read or write about. They'll value every class or online session; otherwise, they wouldn't include these things in the course. You, on the other hand, may have to search for value or focus on recognizing it.

Make a list of all the reasons college assignments are important. Convince yourself to look for the value in every individual course, and remind yourself continually of the long-term value of your overall college degree. It's your future, after all, and you want to be ready for it.

"There is no such thing as failure. Failure is just life trying to move us in another direction."

Oprah Winfrey, talk show host and philanthropist (net worth of $2.7 billion)

Competence ["Can I do it well—or learn to?"] It's easier to find motivation when you think you're good at something than when you think you aren't. Picture this ridiculous example: you challenge yourself to swim the English Channel when you can barely dog paddle. But if you've put in countless hours refining your swimming skills and you've developed confidence based on that hard work, you might just give it (or something like it) a go. The same thing is true in college. The more you work to develop your math skills, the better you get at doing math, and the more motivated you are to keep getting better. In your introductory courses, commit to working hard, so that when the challenges really hit later, you've already developed the abilities you need to do well.

Adjust
Your Attitude

How important is the concept of attitude to college success? Is **attitude** different from **aptitude**? For example, you may have natural ability, but does being hopeful and optimistic motivate students more than being pessimistic and discouraged? In influential studies conducted by Rick Snyder at the University of Kansas, students who scored high on a measure of hope got higher grades. Snyder explained that students with high hopes set themselves higher goals and know how to work hard to attain them.

attitude state of mind or mental position

aptitude natural ability

But in more recent studies of college students, hope appears to be in decline. In a 2019 study, 57.5 percent of college students experienced hopelessness at some point in the previous year; by comparison, only 47 percent of students felt that way a decade ago. The survey showed that half of college students are overwhelmed by academics, and a third by finances and relationships.[39] Hope is not simple optimism, or pie-in-the-sky cheerfulness; it's about having goals, willpower, and "waypower." Willpower is something that can be hard to muster up at times–for example, resisting the urge to chow down a giant pizza because it's a "one-time" splurge, when the personal pizza size would do. Waypower, on

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

the other hand, helps you find alternate routes when you run into obstacles. The driving app *Waze* "sees" a traffic problem ahead and redirects you to an alternate route immediately. Waypower is being able to see alternative paths when obstacles to your goals get in the way.

If giving up too soon or shrugging your shoulders and moving on comes easily, perhaps you need to give yourself an attitude adjustment. Think about "whatevs," for example, which can be a sign that an attitude adjustment is due. How many times a day do you catch yourself saying "Whatever . . .," and rolling your eyes? Whatever-ness—an attitude of boredom and impatience—takes a lot less effort than staying positive. Whether you realize it or not, whatevers chip away at your motivation, and they can cause you to give up on your dreams and goals. When it comes to your college education, one good thing you can do for yourself is to delete the word *whatever* from your vocabulary. Your education is much too important—and so are you.

The good thing about attitude is that you can change it yourself. As you think about benefits of fine-tuning your attitude, keep the following five recommendations in mind:

1. **Know that you always have choices.** Regardless of circumstances—your income, your background, or your academic experiences—you always have a choice, even if it's limited to how you choose to view your current situation.

"Self-knowledge is far more important than self-confidence"

***Simon Cowell, judge from* American Idol, America's Got Talent, *and* The X Factor, *and author of* I Don't Mean to Be Rude, But . . .**

2. **Own your outcomes.** Coach Vince Lombardi used to have his players look in a mirror before every game and ask themselves, "Am I looking at the person who is helping me win or the one who is holding me back?" Blaming others simply diminishes your own power to work toward constructive responses to challenges. On the other hand, give yourself credit for past wins. You earned them.
3. **Turn down your negativity meter.** "Can't" and "won't" are two of the biggest obstacles to a healthy attitude. Pay attention to how you describe things. Is the cup half empty or half full? State things in the positive rather than the negative (for example, "stay healthy" rather than "don't get sick"). Paying attention to positive role models whose traits you admire is also a great way to boost your outlook.
4. **Turn learning points into turning points.** Have you ever watched someone do something so badly that you've said to yourself, "I'm never going to do that! I'm going to do it differently!"? You can also choose to learn from your own mistakes and setbacks. They all offer some sort of lesson, even if it takes a bit of distance from the event to see what you can learn.
5. **Acknowledge your blessings.** Cultivate and nurture supportive relationships that give you hope. Volunteer for a cause that helps you realize the good things in your life that others may be missing, and be grateful for them. Taking time at the end of each day to recognize and feel gratitude for the blessings in your life—no matter how large or small—is a great way to

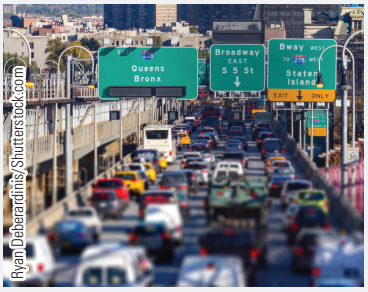
develop a positive attitude. What three new things that you've experienced today are you grateful for?

What Drives You?
Values, Dreams, and Goals

The "Three Ms" of College Success lead right back to our opening questions in this chapter: Who are you? And what do you want? Other questions to explore are: What do you value? What are your goals? Where will your dreams take you?

values something you think is important

Values at the Core



Ryan DeBerardinis/Shutterstock.com

Ga Stock/Shutterstock.com

"There are no traffic jams along the extra mile."

Roger Staubach, former quarterback for the Dallas Cowboys

What do you value in life? By taking time to examine your personal values, managing your life will become easier and make more sense. **Values** can be things you can't exactly see or touch, like love or respect or going the extra mile, or things that are visible and real, like family or money. Understanding how they motivate you isn't as simple as it might seem. Values can change as you go through life. For example, if you're single now, you may value the freedom to meet a variety of potential romantic partners. Later, however, you may want a committed relationship because you want stability in your life. For this reason, it's important to look at your values from time to time and rethink them. To get started, complete Exercise 2.3.

Another complicating factor is that values can conflict with one another. Suppose that you value honesty and kindness, and you are at a party and some friends ask you what you think of their new hair cuts. You honestly think they are hideous, but telling them so would hurt their feelings, thus violating your value of being kind. How do you respond? That would depend on which value is a higher priority for you. You have to make an on-the-spot decision about which value to use. Once you define your values, however, they can help you make everyday choices as well as big decisions, like which major to pursue in college. For example, if academic achievement is one of your top values, the next time you have the urge to cut class, consider what that choice says about your value system. There is a great inner satisfaction that comes from living a life tied to core values.

Dreams versus Goals

Do you agree or disagree with this statement: "I can be anything I want to be"? You've probably heard this statement frequently. Your family and teachers all want you to have positive self-esteem, and certainly there are many career options available today. But is it true? Can you be *anything* you want to be? What's the difference between a **dream** and a **goal**?

dream something you wish for

goal something you make specific plans to achieve

As a student, you may dream of being a famous doctor or a famous athlete or just plain famous. That's the beauty of dreams—you can imagine yourself doing anything. When you're dreaming, you don't even have to play by the rules of reality. Dreams are fantasy-based—*you* in a perfect world. But when it's time to come back to reality, you discover that there are rules, after all. You may have dreamed of becoming a top-earning NBA player or a statuesque runway model

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 2.3 Core Values Self-Assessment

What are your core values? What's most important to you—deep down inside? Review the following list and select the items that you value. Don't spend too much time thinking about each one; just go with your initial gut reaction. For each item, ask yourself, "Is this something that's important to me?"

_____ Health	_____ Physical Appearance	_____ Financial wealth
_____ Fitness/Physical strength	_____ Independence	_____ Commitment
_____ Loyalty	_____ Honesty	_____ Compassion
_____ Academic achievement	_____ Children	_____ Leisure time
_____ Success	_____ Leadership	_____ Balance
_____ Happiness	_____ Family	_____ Friendship
_____ Social life	_____ Marriage/Partnership	_____ Recognition
_____ Athletics	_____ Spirituality	_____ Status
_____ Creativity	_____ Variety	_____ Wisdom
_____ Meaningful work	_____ Challenge	_____ Time spent alone
_____ Adventure	_____ Personal growth	_____ Other (list here)

Now review all of the items you selected, and choose the five that are most important to you at this point in your life, ranking them with number one as your top priority.

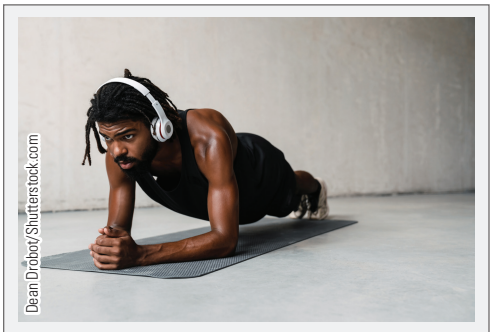
Top Five Values

1. _____
2. _____
3. _____
4. _____
5. _____

Finally, take stock. Is this the person you want to be? Is there anything about your values that you would like to change? If so, what's keeping you from making this change?

when you were a child, but you have grown up to be the same height as Uncle Al or Aunt Sue—and that's not tall enough.

Dreams alone are not enough when it comes to creating your future. As professional life coach Diana Robinson says, "A dream is a goal without legs." And without legs, that goal is going nowhere. Dreaming is the first step to creating the future you want, but making dreams come true requires planning and hard work. Sylvia Sanchez wanted to become a famous singer because she likes music and people always told her she was good. As she continues through college, however, she will come to understand herself better. The music industry might be challenging to break into, but that doesn't mean she should abandon her dream. She must find a realistic way to help her turn her dreams into goals. Just dreaming isn't enough. Dreams are exciting; you can let your imagination run wild. Goals are real, but you must work out how to actually achieve your dreams by generating goals that will get you there. You don't need to do anything at all to dream. But goals take work.



"What you get by achieving your goals is not as important as what you become by achieving your goals."

Zig Ziglar, motivational speaker, writer, and trainer (1926–2012)

Goal setting is an important part of the life management skills this course will help you develop. Your goals may not seem at all clear to you right now, but the important thing is to learn that there's a right

way and a wrong way to set your goals. The best way to ensure that the goals you set will serve you well is to make sure you *FOCUS*. Here's a brief overview of what that means.

F **Fit.** Your goal must fit your values, your character, and who you are as a person. Goals that conflict with any of these things will not only be difficult to accomplish, but they just won't work. If your goal is to become a writer for a travel magazine because you love adventure, but flying in planes terrifies you, you're in trouble.

O **Ownership.** Own your goal: See it, taste it, want it! It must be your goal, not someone else's goal for you. Ask yourself: Does the thought of achieving this goal get me fired up? Do I genuinely own this goal or do I feel I ought to have this goal because it sounds good or makes someone else happy?

C **Concreteness.** For any goal to be effective, it must be real. In other words, you must be able to describe your goal in detail: "To run a mile in less than six minutes by March 4th" is much more concrete than "to eventually run faster." The more concrete, the better.

U **Usefulness.** Goals must be useful. They must serve a purpose, and that purpose should be tied to your long-term vision of the person you want to become. For example, if you want to work for an international hotel some day, it would be useful to begin studying a foreign language now.

S **Stretch.** In the business world, people talk about stretch goals. These are goals that require employees to stretch beyond their usual limits to achieve something more challenging. Goals must be based in reality, but also offer you a chance to grow beyond the person you currently are.

Your goals should include both **short- and long-term goals**. Once your long-term goals are set (though they may shift over time as *you* shift over time), you will then want to set some short-term goals, which act as in-between steps to achieving your long-term goals.

short-term goals desired results for a defined period of time–today, this week, this month, this year, etc.

long-term goals something you would like to accomplish in the future–three to five years, ten years, twenty years, over a lifetime, etc.

LONG-TERM GOALS WHAT DO I WANT TO ACCOMPLISH . . .	SHORT-TERM GOALS WHAT DO I WANT TO ACCOMPLISH . . .
In my lifetime?	This year?
In the next twenty years?	This month?
In the next ten years?	This week?
In the next three to five years?	Today?

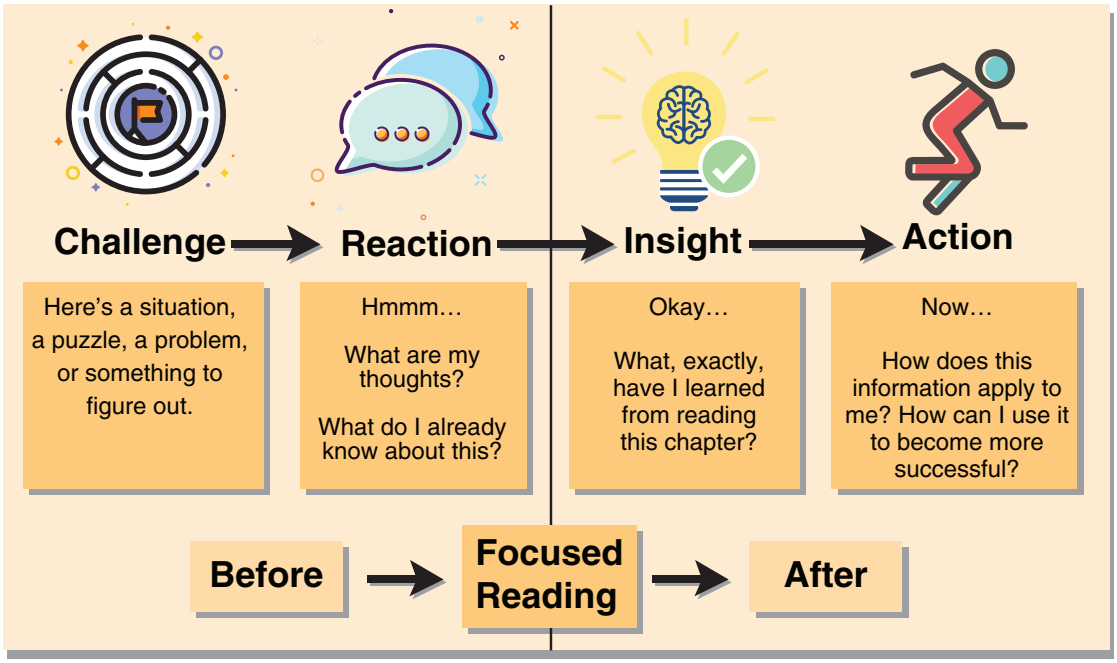
How *FOCUS* Will Help: The Challenge→Reaction→Insight→Action System

Spending time "in the system"? No, being in college isn't like being in jail—far from it. "The system" is the approach used in this text to help you learn: the Challenge → Reaction → Insight → Action system. It is based on the work of Dr. John Bransford and his colleagues, who together wrote an influential book called *How People Learn*. See Figure 2.3 for a visualization of how it works.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 2.3

CRIA System: How People Learn



Ussr/Shutterstock.com; Ex_Artist/Shutterstock.com; Urem/Shutterstock.com; Visual Generation/Shutterstock.com

Source: Based on J. Bransford, et al. (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press.

This Challenge → Reaction → Insight → Action learning chain reaction is integrated into *FOCUS* to help you learn. Each chapter takes you through "the system" by walking you through four activities:

Challenge

Whenever you're learning something new, the best place to start is by identifying what you think you already know. For example, each chapter's "Readiness Check" asks you how this chapter relates to you and how you relate to it. Then you will continue by reading the FOCUS Challenge Case about a new college student who's facing problems related to the topics in the chapter. Research shows that people generally learn more from examples of things going wrong than they can from examples of things going right. The challenges are real ones many students face. Perhaps you (or a classmate you know) are facing similar issues yourself. Read the Challenge Cases carefully and think about solutions that would help these students—before you read the chapter's content. Every chapter begins with a challenge as the first step of the learning chain reaction.

Reaction

After you read the case study, you are asked for your reaction by answering a few questions about it. What is the student in the Challenge Case doing wrong or right? What should the student do differently? Your instructor may ask you to discuss your reaction in class or answer the questions online. This step of the learning process shows you how much you already know—before

you begin reading. It also shows you what you don't know and what you can learn by reading. The goal of this text is to help you become a **deep learner**, as opposed to someone who skims the surface and simply rushes on to the next assignment and the next course. It will ask you to pause, focus, and think.

deep learner someone who learns everything they can about a topic

Insight

At the end of each chapter, you'll be asked to revisit some of the questions you were asked in the chapter's opening Reaction. Rethinking your responses to the Challenge Case will help you gauge how much you've learned. For example, Sylvia Sanchez dreamed of becoming a famous singer, a dream that could have become reality if things fell into place for her and she set goals to make that happen. But after reading the chapter, you might decide that you really hadn't thought about it very deeply and there's more to it than you originally thought. The difference between Reaction (your immediate reaction) and Insight (the new insights you've gained from reading) demonstrate that you've learned! After reading the chapter and discussing it with your class, you'll know some research on the subject, the chapter's suggestions, examples you can apply, and your instructor's thoughts about how the Challenge Case student handled the challenges. You'll also gain some insights about yourself, if you face any of these issues, too.

"Surround yourself with people who take their work seriously, but not themselves, those who work hard and play hard."

Colin Powell, former U.S. secretary of state (1937–2021)

Action

The final activity in this learning chain reaction is about action. What have you learned that will change how you face similar challenges? Learning takes place when it relates to you personally, and insights have no impact unless they lead to change. The bottom line is: You must use your insights to take action. Think of this comparison. One day you feel tired, you notice that your clothes are tight, and you are suddenly aware that you're out of shape. You realize that you must eat healthier food and exercise more. But if you don't take action, it won't happen. To become real, new knowledge must lead to personal insights that result in action. What you learned by reading relates to you, and you must put it to use!

If you follow the system built into this text and use it as you read for all your classes, the learning chain reaction will become automatic for you.

"I am larger, better than I thought, I did not know I held so much goodness."

Walt Whitman, *American poet (1819–1892)*

Insight: *Now* What Do You Think?

At the beginning of this chapter, Sylvia Sanchez faced a series of challenges as a new college student. Now after learning from this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Sylvia's case study. What are some of the possible outcomes for her?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Action: Your Plans for Change

1. Identify one new thing you learned in reading this chapter. Why did you select the one you've selected? How will it affect what you do in your college classes?
2. Do you have some of the same questions Sylvia does about your own level of motivation to achieve in college? How could you increase your motivation? How important might that be?
3. How do your own goals and dreams differ? How do you plan to turn your dreams into goals?

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you, and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. In your view does mindfulness contribute to academic success, and if so, how?
2. What is the difference between intrinsic and extrinsic motivation?
3. What's the difference between being a learner and being a performer?
4. How would you explain the relationship between attitudinal factors such as hope and success in college?
5. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete it (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you'll read? _____

Learning Styles and Studying | 3

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to learning and studying in college, what are you most unsure about, if anything? Put check marks by the phrases that apply to you or write in your answer.
   - ☐ Whether I can find enough time
   - ☐ Whether I really know how
   - ☐ How I learn best
   - ☐ How to study different subjects
   - ☐ How to make myself study when I don't want to
   - ☐ _____

2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll ask my instructors for suggestions.
   - ☐ I'll ask my classmates what they do.
   - ☐ I'll see how things go and adjust.
   - ☐ I'll probably just figure it out somehow.

3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ How learning changes your brain
   - ☐ How people are intelligent in different ways
   - ☐ How you learn through your senses
   - ☐ How your personality type can affect your learning style
   - ☐ What metacognition is and how it can help you
   - ☐ How to apply your learning style to your study style
   - ☐ How to become an intentional learner and make a master study plan

YOUR READINESS FACTOR

1. How motivated are you to learn more about learning styles and studying in college? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Darren Baker/Shutterstock.com

Focus
Challenge Case

Tammy Ko

As she walked out of her "Introduction to Criminology" class, she texted her fiancé Sam, who had taken the course with Professor Caldwell the previous term. "I can't believe that guy," she wrote. "I know he's smart, but why does he have to make the class so hard?" It was obvious to Sam that Tammy and their professor lived in different worlds. Hers was filled with people and excitement. His was filled with dull PowerPoint slides and complex theories in books.

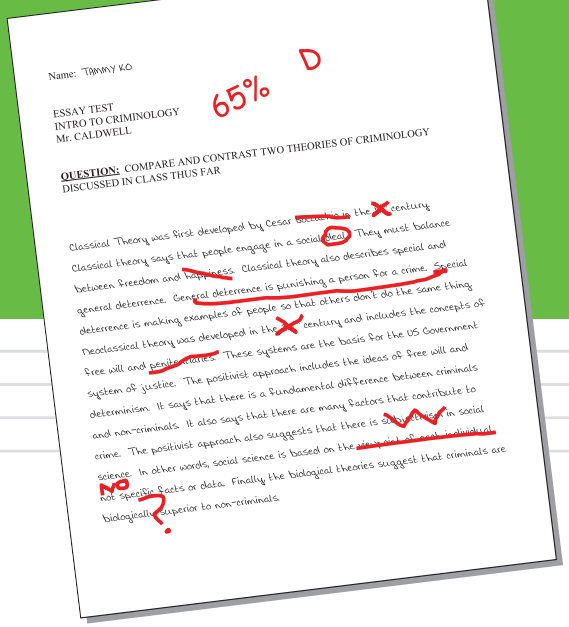
Tammy was a first-semester student at a large community college an hour from her tiny hometown, where she'd been a popular high school student. If you went through her high school yearbook, you'd see Tammy's picture everywhere. There Tammy had been a big fish in a small pond, but now it was the other way around.

Even though she found college life at the large community college somewhat overwhelming, Tammy was excited about her major, forensic science. The crime shows on TV were her favorites. She watched them all, and now she had Sam hooked on some of them, too. She rationalized how much time it took by thinking of it as career development. The fun was picturing herself as an investigator solving headline cases: "Man Slain, Found in City Park" or "Modern Day 'Jack the Ripper' Terrorizes Las Vegas." She could envision herself hunched over laboratory equipment, testing intently for fibers or DNA, and actually breaking the case.

When she registered for classes, she wanted to dive right into the forensic science crime lab course, but her academic advisor had told her that taking an "Introduction to Criminology" course from the sociology department would be a good idea. "It'll teach you how to think," he'd said, "and it'll give you the background you need to understand the criminal mind. At the end of this class," he said, "you'll know if you really want to pursue a career in forensics." *Maybe it would teach me how to think,* Tammy thought to herself now that the term was underway, *if only I could understand the professor. Forget understanding the criminal mind—I'd just like a glimpse into his!* Most of the time, Sam agreed with her just to keep the peace although Sam always aced everything.

Professor Caldwell was quiet and reserved, and he seemed a bit out of touch. His wardrobe consisted of bland shirts, sweater vests, corduroy pants, and sandals with socks. In class, he was very articulate, knowledgeable, and organized with his handouts neatly piled on the desk, and he covered each day's material methodically point by point. Tammy wished he'd leave his notes occasionally to explore fascinating, related tangents. Tammy had always preferred teachers who created exciting things to do in class over teachers who went completely by the book.

Tammy's biggest complaint about Professor Caldwell was that he only talked about *theories* of criminology. When was he ever going to get to the hands-on part of the course? She couldn't help thinking, *When will we stop talking about theories*


Name: TAMMY KO

65% D

ESSAY TEST
INTRO TO CRIMINOLOGY
Mr. CALDWELL

QUESTION: COMPARE AND CONTRAST TWO THEORIES OF CRIMINOLOGY DISCUSSED IN CLASS THUS FAR

Classical Theory was first developed by Cesar ... in the X century. Classical theory says that people engage in a social deal. They must balance between freedom and happiness. Classical theory also describes special and general deterrence. General deterrence is punishing a person for a crime. Special deterrence is making examples of people so that others don't do the same thing. Neoclassical theory was developed in the X century and includes the concepts of free will and ... These systems are the basis for the US Government system of justice. The positivist approach includes the ideas of free will and determinism. It says that there is a fundamental difference between criminals and non-criminals. It also says that there are many factors that contribute to crime. The positivist approach also suggests that there is ... in social science. In other words, social science is based on the ... not specific facts or data. Finally the biological theories suggest that criminals are biologically ? to non-criminals

Loren Rodgers/Shutterstock.com; 123Render/iStock/Thinkstock

and start working on real cases—like the ones on all those TV shows?

To make matters worse, learning from lectures was not Tammy's strong suit. She hadn't done well on the first exam because she'd had to resort to memorizing things that didn't make much sense to her, and her D grade showed it. The exam consisted of one question: "Compare and contrast two theories of criminology discussed in class thus far." Tammy hated essay tests. She was at her best on tests with right or wrong answers, like true-false or multiple-choice questions. Making sense out of spoken words that go by very quickly during a lecture and trying to psych out professors' preferred answers on essay tests were challenging for her.

But her "Introduction to Criminology" class was far from hands-on. In fact, Tammy had noticed that many of her teachers preferred talking about things to doing things. They seemed to take more interest in theories than in the real world. *Too bad*, she thought. *The real world is where exciting things happen.* Although she hated to admit it, sometimes Tammy couldn't wait for her college career to be over so that she could begin her real career.

A few of Tammy's friends from her other courses had taken Professor Caldwell's classes, too. "Just try and memorize the stuff; that's all you can do," they'd advised her. Regardless of what they happened to be talking about, somehow the conversation always came around to stress, Professor Caldwell, and how impossible it was to learn in his classes.

Reaction: What Do *You* Think?

1. Do you have anything in common with Tammy? If so, how are you managing the situation so that you can be successful?
2. Is Tammy smart? If so, in what ways? What is she particularly good at?
3. What sensory modality does Tammy prefer for taking in information? Does she learn best by viewing information through charts and graphs, for example, or by talking and listening, by reading and writing, or by actually doing things?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

In one of his most famous plays, William Shakespeare wrote, "O this learning. What a thing it is!" He was right. The fact that human beings can learn throughout their lives is an amazing characteristic. We learn language, numbers, and concepts right from the very start, and we keep learning until we draw our last breaths. But how do we do it, and how do we learn at our best? In this chapter, you'll learn a great deal about yourself and your learning preferences, and you'll discover new ways to study so that you can learn more productively and efficiently. That kind of knowledge can definitely give you an advantage!

"The beautiful thing about learning is that no one can take it away from you."

African American Quotations, ***1998, often attributed to B.B. King (1925–2015), American singer and song writer, beloved figure of music history pictured here at his 10,000th concert***

Let's start our exploration of the learning process close to home—in our own heads. What's going on up there, anyway? While your hands are busy manipulating test tubes in chemistry lab or your eyes are watching your psychology instructor's PowerPoint presentation, what's your brain up to? The answer? Plenty. This chapter will help you understand learning, and more specifically, how *you* learn as you begin your college journey. Take a look at Exercise 3.1 now to get a sense of what you currently think about learning.

Exercise 3.1 What Is Learning?

The following statements represent common student views on learning. Think about each statement, and choose whether it is true or false based on your honest opinion.

1. _____ Learning is often hard work and really not all that enjoyable.
2. _____ Memorization and learning are basically the same thing.
3. _____ The learning done in school is often gone in a few weeks or months.
4. _____ In college, most learning takes place in class.
5. _____ Learning is usually the result of listening to an instructor lecture or reading a textbook.
6. _____ The best way to learn is by working alone.
7. _____ Most students know intuitively how they learn best.
8. _____ Teachers control what students learn.
9. _____ Learning only deals with subjects taught in school.
10. _____ The learning pace is controlled by the slowest learner in the class.

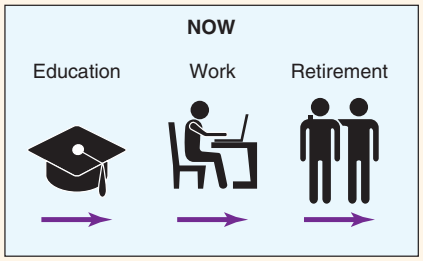
You probably noticed that many of these statements attempt to put learning in a negative light. How many did you mark true? This chapter will help you understand more about learning as a process and about yourself as a learner. As you read, your goal should be to use the insights you gain to become a better learner.

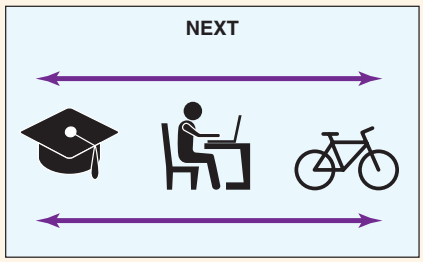
Start with *Why?*

3.5 Minute Read

Why become a better learner? You've been learning all your life. It's not rocket science, is it? It's just that sometimes you learn things easily and sometimes you don't. So, if you've been learning all your life, why all this "sudden" interest in becoming a better learner now? Beyond the obvious answers such as, "so that you get better grades" or "so that you can transfer to a university," what's at stake? As it turns out, a great deal.

In a speech to the World Economic Forum, Canadian Prime Minister Justin Trudeau encapsulated a complicated problem in a memorable sentence: "The pace of change has never been this fast, yet it will never be this slow again." Graphic designers, for example, used to design for print. Then the Internet came along, and demand grew for web designers. Then along came cell phones, and the demand grew for mobile designers, and so it goes.[1] Trying to keep up with the pace of change is a nearly impossible challenge. The industries of financial and business services, technology, media and telecommunications, and manufacturing are expected to face the biggest talent challenges.[2] If you look at median salaries today, you'd think that technical skills are what's valued by hiring authorities. After all, the average salary for coders is over $100,000. But if you ask Jeff Weiner, executive chairman of LinkedIn, he'll give you different advice.[3] The skills most needed in the workforce today—and likely tomorrow—are soft skills: teamwork, communication, ethics, emotional intelligence, and learning to learn—the types of skills you're learning in this course.





Source: Based on Bowles, R. N. (1981). *The three boxes of life and how to get out of them*. New York: Ten Speed Press.

Experts say the workforce of the future will be both older and younger, and more diverse, and the three traditional "boxes" of life (education, work, and retirement) will merge without obvious movement from one "box" to the next. Education, work, and leisure will be lifelong, and retirement is likely to look more like mentoring than ending one's career entirely. Throughout life, you're likely to pop in and out of college to take a class or two, to learn, unlearn, and relearn. Or as some would say, you will need to re-skill, upskill, or next-skill continuously.

As you launch your college career, keep this advice in mind:

- **Take full advantage of college.** Refine your soft skills, like the ones you're developing in this class. Yes, college can be challenging. But never again will you have such concentrated learning opportunities in such a convenient, centralized setting.
- **Become nimble.** Just think about this principle in terms of technology in your future job. Some of your customers may prefer a meeting on WebEx from 9 to 10 A.M., and others may prefer a meeting on GoToMeeting later, from 12 to 1 P.M. Your organization may adopt Expensify, QuickBooks, or Concur on the financial side or Asana, Trello, or Monday on the project management side. You'll need to be able to develop digital *fluency*—not just digital *literacy*—by becoming fluent in several technologies and being able to switch among them. Get ready by learning to learn now!
- **Learn continuously.** Look for a position in an organization with an excellent Learning and Development Department. You can keep learning and polishing your skills and talents on the job, and since the half-life of a skill is now five years and shrinking, doing so will be critical.[4]

> "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."
>
> ***Alvin Toffler (1928–2016), futurist, author of* Future Shock**

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Learning
and the Brain

The human brain consists of a complex web of connections between neurons or nerve cells. This web grows in complexity as it incorporates new knowledge. But if the connections are not reinforced frequently, you lose them. As you learn new things, you work to hardwire these connections, making them less likely to deteriorate. When your instructors repeat portions of the previous week's lecture or assign homework so you can practice material covered in class, they're helping you to form connections in your brain by using and reusing them—or, in other words, helping you to learn. Repetition is vital to learning. You must use and reuse information in order to hardwire it.

American humorist Will Rogers once said, "You know, you've got to exercise your *brain* just like your muscles." He was right. Giving your brain the exercise it needs—now and in your years after college—will help you form connections between neurons that, if you keep using them, will last a lifetime. From a biological point of view, that's what being a lifelong learner means. The age-old advice "use it or lose it" is true when it comes to learning.

"It is not the answer that enlightens, but the question."

Eugene Ionesco, Romanian and French playwright (1909–1994)

Your instructors have been studying their disciplines for years, perhaps decades. They have developed extensive hardwired connections between their brain neurons. They are *experts*.

By contrast, you are a *novice*, or newcomer, to whatever discipline you're studying. You've not yet developed the brain wiring that your instructors have developed. That can lead to a potential problem. Sometimes instructors are so familiar with what they already know from years of traveling the same pathways in their brains that what you're learning for the first time seems obvious to them. Without even realizing it, they can expect what is familiar to them to be obvious to you. Think of how challenging it is when you try to teach something that you understand thoroughly to another person who doesn't, like teaching someone who has never used a learning management system before how to upload an assignment.

Because you're a novice, you may not understand everything your instructors say. Ask questions, check, clarify, probe, and persist until you do understand. Sometimes your confusion is not due to a lack of knowledge, but a lack of the *correct* knowledge. For example, you may study for a test by doing only one thing—reading and rereading the textbook. Actually, it's important to be familiar with many different ways to study and then choose the ones that work best for you and the material you're learning.

Think of it this way. Some of the brain wiring you brought with you to college is positive and useful, and some actually hurts more than it helps. When you learn, you not only add new connections, but you rewire some old connections. While you're in college, you're under construction![5]

Take Charge and Create the Best
Conditions for Learning

Throughout this discussion, we've been talking about processes inside your brain. *Your* brain, not anyone else's. The bottom line is this: Learning must be *internally initiated*—by you. It can only be *externally encouraged*—by

someone else. You're in charge of your own learning. Learning actually changes your brain.

Let's look at food as an analogy: If learning is a process that is as biological as digestion, then no one can learn for you, in the same way that no one can eat for you. The food in the refrigerator doesn't do you a bit of good unless you walk over, open the door, remove it, and start eating. It's there for the taking, but you must make that happen. To carry the analogy further, you eat on a daily basis, right? "No thanks, I ate last week" is a silly statement. Learning does for your brain what food does for your body. Nourish yourself!

Brain researchers tell us the best state for learning has many dimensions. Let's look at some of the most important ones.

"When we come to know something, we have performed an act that is as biological as when we digest something."

Henry Plotkin,* Darwin Machines and the Nature of Knowledge *(1994)

1. **You're intrinsically motivated (from within yourself) to learn material that is appropriately challenging.**
   - **Examine where your motivation to learn comes from.** Are you *internally* motivated because you're curious about the subject and want to learn about it or *externally* motivated to get an A or avoid an F? Can you generate your own internal motivation? This text has built-in reminders called C-Factors to boost your intrinsic motivation. Use them to your advantage as a learner.
   - **Adjust the level of challenge yourself.** If you're too challenged in a class, you become nervous. Make sure you're keeping up with the workload and that you've completed the prerequisites. In many classes, you must know the fundamentals before tackling more advanced concepts. If you're not challenged enough, you can become bored and tune out. Your instructor will provide one level of challenge for everyone in the class. But it's up to you to fine-tune that challenge for yourself. Get extra help if you aren't quite up to the task, or bump up the challenge a notch or two if you're ahead of the game so that you're continually motivated to learn.
2. **You're appropriately stressed, but generally relaxed.**
   - **Assess your stress.** According to researchers, you learn best in a state of *relaxed alertness*, a state of high challenge and low threat.[6] Although relaxed

Control: Your Toughest Class

Reflect on yourself as a learner in your toughest class this term. How optimal are the conditions for learning? Are any of the following conditions are present? Can you capitalize on them? If the conditions are there, but you're not being successful, what can you do to change things? Control is a key part of intrinsic motivation.

Seven Conditions for Optimal Learning

1. You're intrinsically motivated to learn material that is appropriately challenging.
2. You're appropriately stressed, but generally relaxed.
3. You're curious about what you're learning, and you look forward to learning it.
4. You search for personal meaning and patterns.
5. Your emotions are involved, not just your mind.
6. You realize that as a learner you use what you already know in constructing new knowledge.
7. You're given a degree of choice in terms of what you learn, how you do it, and feedback on how you're doing.

If none of these conditions for optimal learning are present, identify specific strategies discussed in this chapter that you could you use to create the best conditions for learning.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

alertness may sound impossible, it can be achieved. No stress at all is what you'd find in a no-brainer course. Some stress is useful; it helps you learn. Stress can heighten your alertness and help you focus. How stressed are you—and why—when you get to class? Are you overstressed because you've rushed from work, you're late because you can't find a parking place, or because you haven't done the reading and hope you won't be called on in the classroom or in a Zoom session? Prepare for class so that you're ready to jump in. Or instead of too much stress, are you understressed because you don't value the course material? Consider how the information can be useful to you—perhaps in ways you've never even thought of. Here's the vital question to ask yourself: How much stress do I need in order to trigger my best effort?

- **Pay attention to your overall physical state.** Are you taking care of your physical needs so that you can stay alert, keep up with class content, and participate in the discussion?

3. **You're curious about what you're learning, and you look forward to learning it.**
   - **Get ready to learn by looking back and by looking ahead.** When you're about to cross the street, you must look both ways, right? Keep that image in mind because that's what you should do before each class. What did class consist of last time? Can you predict what it will consist of next time? If you're learning in a fully online class, this is particularly important, especially if the class is chunked into modules that you must navigate on your own.
   - **Focus on substance, not style.** Part of Tammy's bias against Mr. Caldwell focused on his appearance. Despite society's obsession with attractiveness, grooming, and fashion, a student's job is to ask, "What can I learn from this person?" Deciding instructors aren't worth paying attention to because they don't dress well or because their hair style is outdated is just an excuse not to learn.
4. **You search for personal meaning and patterns.**
   - **Ask yourself: Why should I learn this?** Why is knowing this important? How can I use this information in the future? Instead of dismissing material that appears unrelated to your life, try figuring out how it *could* relate. You may be surprised! That's why every chapter of *FOCUS* has a "Start with Why" feature.
   - **Think about how courses relate to one another.** How does this new knowledge relate to things you're learning in other courses? Does sociology have anything to do with history? Psychology with economics?
5. **Your emotions are involved, not just your mind.**
   - **Evaluate your attitudes and feelings.** Do you like the subject matter? Do you admire the teacher? Remember your high school teacher, Mr. Brown, whose class you just couldn't stand? Not every class will be your favorite. That's natural. But if a class turns you off as a learner, instead of allowing your emotions to take over, ask why and whether your feelings are in your best interest.
   - **Make a deliberate decision to change negative feelings.** Fortunately, feelings can be changed. Hating a course or disliking a professor can only build resentment and threaten your success. It's possible to do a 180-degree turn and transform your negative emotions into positive energy.

"The goal is not to be perfect by the end. The goal is to be better by tomorrow."

Simon Sinek, leadership expert whose TED Talk, "How Great Leaders Inspire Action," has had over 57 million views

6. **You realize that as a learner you use what you already know in constructing new knowledge.[7]**
   - **Remember that passive learning is impossible.** When it comes to learning, you are the construction foreman, building on what you already know to construct new knowledge. You're not just watching from a bench on the sidelines, and you're not just memorizing facts someone else wants you to learn. You're a full partner in the learning process!
   - **Remind yourself that constructing knowledge takes work.** No one ever built a house by simply sitting back or just hanging out. Builders work hard, but in the end they have something to show for their efforts. In your college courses, identify what you already know, and blend new knowledge into the framework you've built in your mind. By constructing new knowledge, you are building yourself into a more sophisticated, more polished, and most certainly more educated person.
7. **You're given a degree of choice in terms of what you learn, how you do it, and feedback on how you're doing.**
   - **Make the most of the choices you're given.** College isn't a free-for-all in which you can take any classes you like toward earning a degree. However, which electives you choose will be up to you. Or in a particular course, if your instructor allows you to write a paper or shoot a video, choose the option that will be more motivating for you. When you receive an assignment, select a topic that fires you up. It's easier to generate energy to put toward choices you've made yourself.
   - **Use feedback to improve, and if feedback is not given, ask for it.** It's possible to get really good at doing something the wrong way. Take a golf swing or a swimming stroke, for example. Without someone intervening to give you feedback, it may be difficult to know how to improve. Even famous athletes have coaches. Your instructors will most likely post comments about your assignments to explain their grades. Evaluating your work is their job; it's what they must do to help you improve. Take their suggestions to heart and try them out.

All of us are already good learners in some situations. Let's say you're drawn to technology, for example. You're totally engrossed in computers and eagerly learn everything you can from books, classes, and online sources—and you sometimes totally lose yourself in a flow state as you're learning. No one has to force you to practice your technology skills or pick up an issue of *Wired* or go to *VentureBeat* to read the latest tech news. You do it because you want to. In this case, you're self-motivated and therefore learning is easy. This chapter provides several different tools to help you understand your own personal profile as a learner so that you can try to learn at your best in *all* situations.

Multiple Intelligences: *How* Are You Smart?

Have you ever noticed that people are smart in different ways? Consider the musical genius of Mozart, who published his first piano pieces at the age of five. Winner of twenty-three Grand Slam singles, Serena Williams first picked up a tennis racket at the age of four. Not many of us are as musically gifted as Mozart

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"At present there are many things we can't imagine because we're limited by our evolved brains. But with technology, we—or the technology!—might create all sorts of new intelligences."

Howard Gardner, Professor of Cognition and Education at the Harvard Graduate School of Education

or as physically gifted as Serena Williams, but we all have strengths. You may earn top grades in math, and not-so-top grades in English, and your best friend's grades may be just the opposite.

According to Harvard psychologist Howard Gardner, people can be smart in the eight different categories you can see in Exercise 3.2. Most schools focus on particular types of intelligence, linguistic and logical-mathematical intelligence, reflecting the three R's: reading, writing, and 'rithmetic. But Gardner claims there are many different types of intelligence that can't be measured by traditional one-dimensional standardized IQ tests and represented by a three-digit number: 100 (average), 130 (gifted), or 150 (genius). Gardner defines intelligence as "the ability to find and solve problems and create products of value in one or

Exercise 3.2 Multiple Intelligences Self-Assessment

Are people smart in different ways? How so? Select all the statements in this self-assessment that best describe you.

Linguistic Intelligence: The capacity to use language to express what's on your mind and understand others ("word smart")

_____ I'm a good storyteller.
_____ I enjoy word games, puns, and tongue twisters.
_____ I'd rather listen to the radio than watch TV.
_____ I've recently written something I'm proud of.
_____ I can hear words in my head before I say or write them.
_____ When riding in the car, I sometimes pay more attention to words on billboards than I do to the scenery.
_____ In high school, I did better in English, history, or social studies than I did in math and science.
_____ I enjoy reading.
_____ TOTAL number of statements that best describe you

Logical-Mathematical Intelligence: The capacity to understand cause/effect relationships and to manipulate numbers ("number/reasoning smart")

_____ I can easily do math in my head.
_____ I enjoy brainteasers or puzzles.
_____ I like it when things can be counted or analyzed.
_____ I can easily find logical flaws in what others do or say.
_____ I think most things have rational explanations.
_____ Math and science were my favorite subjects in high school.
_____ I like to put things into categories.
_____ I'm interested in new scientific advances.
_____ TOTAL number of statements that best describe you

Spatial Intelligence: The capacity to represent the world visually or graphically ("picture smart")

_____ I like to take pictures of what I see around me.
_____ I'm sensitive to colors.

_____ My dreams at night are vivid.
_____ I like to doodle or draw.
_____ I'm good at navigating with a map.
_____ I can picture what something will look like before it's finished.
_____ In school, I preferred geometry to algebra.
_____ I often make my point by drawing a picture or diagram.
_____ TOTAL number of statements that best describe you

Bodily-Kinesthetic Intelligence: The capacity to use your whole body or parts of it to solve a problem, make something, or put on a production ("body smart")

_____ I regularly engage in sports or physical activities.
_____ I get fidgety (tap my foot, etc.) when asked to sit for long periods of time.
_____ I get some of my best ideas while I'm engaged in a physical activity.
_____ I need to practice a skill in order to learn it, rather than just reading or watching a video about it.
_____ I enjoy being a daredevil.
_____ I'm a well-coordinated person.
_____ I like to think through things while I'm doing something else like running or walking.
_____ I like to spend my free time outdoors.
_____ TOTAL number of statements that best describe you

Musical Intelligence: The capacity to think in music; hear patterns; and recognize, remember, and perhaps manipulate them ("music smart")

_____ I can tell when a musical note is flat or sharp.
_____ I play a musical instrument.
_____ I often hear music playing in my head.
_____ I can listen to a piece of music once or twice, and then sing it back accurately.
_____ I often sing or hum while working.
_____ I like music playing while I'm doing things.
_____ I'm good at keeping time to a piece of music.
_____ I consider music an important part of my life.
_____ TOTAL number of statements that best describe you

Interpersonal Intelligence: The capacity to understand other people ("people smart")

_____ I prefer group activities to solo activities.
_____ Others think of me as a leader.
_____ I enjoy the challenge of teaching others something I like to do.
_____ I like to get involved in social activities at school, church, or work.
_____ If I have a problem, I'm more likely to get help than tough it out alone.
_____ I feel comfortable in a crowd of people.
_____ I have several close friends.
_____ I'm the sort of person others come to for advice about their problems.
_____ TOTAL number of statements that best describe you

(continued on next page)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 3.2 Continued

Intrapersonal Intelligence: The capacity to understand yourself, who you are, and what you can do ("self-smart")

_____ I like to spend time alone thinking about important questions in life.
_____ I have invested time in learning more about myself.
_____ I consider myself to be independent minded.
_____ I keep a journal of my inner thoughts.
_____ I'd rather spend a weekend alone than at a place with a lot of other people around.
_____ I've thought seriously about starting a business of my own.
_____ I'm realistic about my own strengths and weaknesses.
_____ I have goals for my life that I'm working on.
_____ TOTAL number of statements that best describe you

*Naturalistic Intelligence: T*he capacity to discriminate between living things and show sensitivity toward the natural world ("nature smart")

_____ Environmental problems bother me.
_____ In school, I always enjoyed field trips to places in nature or away from class.
_____ I enjoy studying nature, plants, or animals.
_____ I've always done well on projects involving living systems.
_____ I enjoy pets.
_____ I notice signs of wildlife when I'm on a walk or hike.
_____ I can recognize types of plants, trees, rocks, birds, and so on.
_____ I enjoy learning about environmental issues.
_____ TOTAL number of statements that best describe you

For which three intelligences have you selected the most statements?

_____ _____ _____

Although this is an informal instrument, it can help you think about the concept of multiple intelligences, or MI. How are you smart?

Based on Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, pp. 18–20.

more cultural settings."[8] One recent study showed that the three primary intelligences of community college students are intrapersonal, interpersonal, and bodily-kinesthetic.[9] What are yours?

So instead of asking the traditional question "How smart are you?" a better question is "How are you smart?" The idea is to find out how, and then apply this understanding of yourself to your academic work in order to achieve your best results.

Use Intelligence-Oriented Study Techniques

Do you sometimes wonder why you can't remember things for exams? Some learning experts believe that memory is intelligence-specific. You may have a good memory for people's faces but a bad memory for their names. You may be able to remember the words of a country-western hit but not the dance steps that go with it. The Theory of Multiple Intelligences may explain why.[10]

Examine your own behaviors in a face-to-face class, for example. If your instructors use their linguistic intelligence to teach, as many do, and your intelligences lie elsewhere, do you get frustrated? Instead of zeroing in on the lecture, do you fidget (bodily-kinesthetic), doodle (spatial), or socialize (interpersonal)?

You may need to translate the information into your own personal intelligences, just as you would if your instructor speaks French and you speak English. This strategy might have worked for Tammy Ko from the FOCUS Challenge Case. Mr. Caldwell's most developed intelligence is linguistic, whereas Tammy's are bodily-kinesthetic (manipulating test tubes) and interpersonal (interacting with people). Tammy's learning problems are partially due to her inability to translate from one set of intelligences (his) to another (hers). Creating flash cards, for example, or talking over the lectures with Sam might have really helped her. Take a look at Figure 3.1, a chart of possible intelligence-oriented study options.

Figure 3.1

Studying Using the Theory of Multiple Intelligences

Linguistic	1. Rewrite your class notes. 2. Record yourself reading through your class notes, and play the recording as you study. 3. Read the textbook chapter aloud.
Logical Mathematical	1. Create hypothetical conceptual problems to solve. 2. Organize chapter or lecture notes into a logical flow. 3. Analyze how the textbook chapter is organized and why.
Spatial	1. Draw a map that demonstrates your thinking on course material. 2. Illustrate your notes by drawing diagrams and charts. 3. Mark up your textbook to show relationships among concepts.
Bodily–Kinesthetic	1. Study course material while engaged in physical activity. 2. Practice skills introduced in class or in the text. 3. Act out a scene based on chapter content.
Musical	1. Create musical memory devices by putting words into well-known melodies. 2. Listen to music while you're studying. 3. Sing or hum as you work.
Interpersonal	1. Discuss course material with your classmates. 2. Organize a study group that meets regularly. 3. Meet a classmate before or after class for coffee and class conversation.
Intrapersonal	1. Keep a journal to track your personal reactions to course material. 2. Study alone and engage in internal dialogue about course content. 3. Coach yourself on how to best study for a challenging class.
Naturalistic	1. Search for applications of course content in the natural world. 2. Study outside (if weather permits and you can resist distractions). 3. Go to a physical location that exemplifies course material (for example, a park for your geology course).

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Develop Your Weaker Intelligences

It's important to cultivate your weaker intelligences. Why? Because life isn't geared to one kind of intelligence. It's complex. A photo-journalist for *National Geographic,* for example, might need linguistic intelligence, spatial intelligence, interpersonal intelligence, and naturalistic intelligence. Being well rounded, as the expression goes, is truly a good thing. Artist Pablo Picasso once said, "I am always doing that which I cannot do, in order that I may learn how to do it."

Use your multiple intelligences to multiply your success. Remember that no one is naturally intelligent in all eight areas. Each individual is a unique blend of intelligences. But the Theory of Multiple Intelligences claims that we all have the capacity to develop all of our eight intelligences further. That's good news!

How Do You Perceive Information?

Style—we all have it, right? What's yours? Baggy jeans and a tee shirt? Sandals, even in the middle of winter? A signature hairdo that defies gravity? When it comes to appearance, you have your own style. You know it, and so does everyone who knows you.

Think about how your mind works. For example, how do you decide what to wear in the morning? Do you turn on the radio or check the weather app on your phone for the forecast? Stick your head out the front door? Ask someone else's opinion? Throw on whatever happens to be clean? We all have different styles, don't we?

learning style a preferred way of thinking and communicating about knowledge

So what's a **learning style**? A learning style is defined as your "characteristic and preferred ways of gathering, interpreting, organizing, recalling, and thinking about information."[11]

"Learning how to learn is life's most important skill."

Tony Buzan, memory expert (1942–2019)

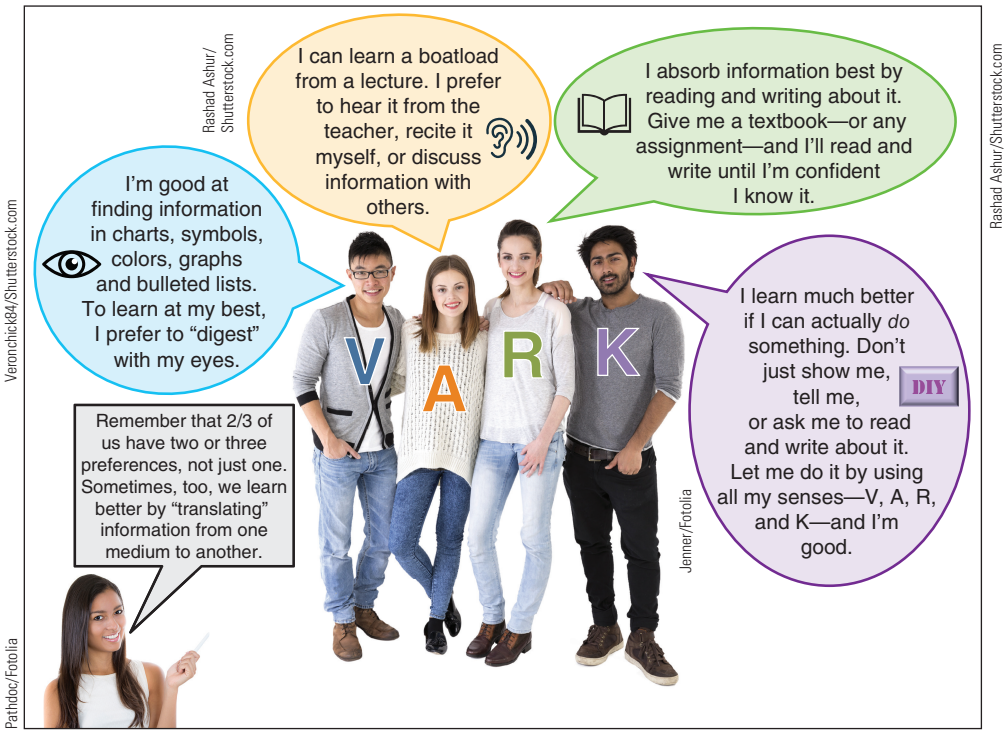
Here's one way of looking at things. The way you prefer to receive information is based in part on your senses. Which senses do you prefer to use to take in information—your eyes (visual-graphic or visual-words); your ears (aural); or all your senses, using your whole body (kinesthetic)? Which type of information sinks in best? Which type of information do you most trust to be accurate?

To further understand your preferred sensory channel, let's take this hypothetical example. Assume a rich relative you didn't even know leaves you some money, and you decide to use it to buy a new car. You must first answer many questions: What kind of car do you want to buy—an SUV, a sedan, a sports car, a van, or a truck? What are the differences between various makes and models? How do prices, comfort, and safety compare? Who provides the best warranty? Which car do consumers rate highest? How would you go about learning the answers to all these questions? It turns out we all have preferences in terms of how we'd like to have our information "delivered."

What would you do? Eventually, as you're deciding which vehicle to buy, you might do all these things, and do them more than once. But learning style theory says we all have preferences for how we perceive

Figure 3.2

Learning Style Preferences: Would You Rather…?


I can learn a boatload from a lecture. I prefer to hear it from the teacher, recite it myself, or discuss information with others.
I absorb information best by reading and writing about it. Give me a textbook—or any assignment—and I'll read and write until I'm confident I know it.
I'm good at finding information in charts, symbols, colors, graphs and bulleted lists. To learn at my best, I prefer to "digest" with my eyes.
I learn much better if I can actually *do* something. Don't just show me, tell me, or ask me to read and write about it. Let me do it by using all my senses—V, A, R, and K—and I'm good.
DIY
Remember that 2/3 of us have two or three preferences, not just one. Sometimes, too, we learn better by "translating" information from one medium to another.
V
A
R
K
Rashad Ashur/ Shutterstock.com
Rashad Ashur/Shutterstock.com
Veronchick84/Shutterstock.com
Jenner/Fotolia
Pathdoc/Fotolia

and perhaps even process information. Perhaps Figure 3.2 will help you think about your own preferences in terms of the letters VARK.

You probably have a gut feeling about your own style after reading the car buying decision and looking over the four different preference possibilities. But stop for a moment and take the VARK questionnaire online at https://vark-learn.com/the-vark-questionnaire/ and your results will be tabulated for you. After you see what the instrument says about your learning preferences, reflect on your results in Exercise 3.3.

Exercise 3.3 Interpreting Your VARK Preferences

Scoring the VARK

Place your four VARK scores here after completing the instrument online.				
	Visual	Aural	Read/Write	Kinesthetic

What is or are your VARK preferences? Could you have predicted them? Did anything surprise you? Can you explain how and why they are what they are? How will you use your results from this instrument?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Now that you've calculated your scores, do they match your perceptions of yourself as a learner? Could you have predicted them? The VARK's creators believe that you are best qualified to verify and interpret your own results.[12]

Using Your Sensory Preferences

Knowing your preferences can help you in your academic coursework. If your highest score (by 4 or 5 points) is in one of the four VARK modalities, that particular learning modality is your preferred one.[13] If your scores are more or less even between several or all four modalities, these scores mean that you don't have a strong preference for any single modality. A lower score in a preference simply means that you are more comfortable using other styles. If your VARK results contain a zero in a particular learning modality, you may realize that you do indeed dislike this mode or find it unhelpful. You might want to reflect on why you don't like to use this learning modality.

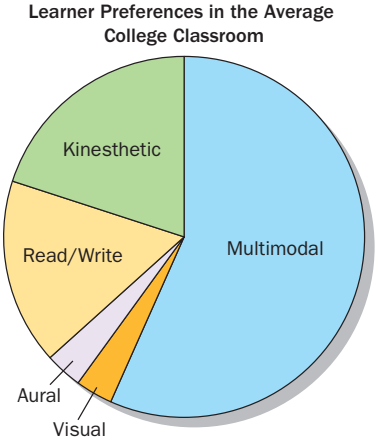
Most college classes emphasize reading and writing; however, if your lowest score is in the read/write modality, don't assume you're academically doomed. VARK can help you discover alternative, more productive ways to learn the same course material. You may learn to adapt naturally to a particular instructor or discipline's preferences, using a visual modality in your economics class to interpret graphs and a kinesthetic modality in your chemistry lab to conduct experiments. See Figure 3.3 for specific learning strategies.

However, you may also find that you need to deliberately and strategically reroute your learning methods in some of your classes, and knowing your VARK preferences can help you do that. Learning to capitalize on your preferences and translate challenging course material into your preferred modality may serve you well. Remember these suggestions about the VARK, and try them out to see whether they improve your academic results.

1. **VARK preferences are not necessarily strengths.** However, VARK is an excellent vehicle to help you reflect on how you learn and begin to reinforce the productive strategies you're already using or select ones that might work better. Just because you'd rather listen to an audio book than read it doesn't necessarily mean you're an auditory learner.

multimodal preferring to use more than one sensory channel

2. **If you have a strong preference for a particular modality, practice using it in many different ways.** Reinforce your learning by doing many things in that column (V, A, R, or K) in Figure 3.3.



3. **An estimated 60 percent of people are multimodal.** In a typical classroom of 30 students (based on VARK data):
   - 17 students would be multimodal (and many of these would contain a "K")
   - 1 student would be visual
   - 1 student would be aural
   - 5 students would be read/write
   - 6 students would be kinesthetic

   and the teacher would most likely have a strong read/write preference![14]
4. **If you are multimodal, it may be necessary to use several of your modalities to boost your confidence in your learning.** Practice the suggestions in Figure 3.3 for all of your preferred modalities.

Figure 3.3

Visual, Aural, Read/Write, and Kinesthetic Learning Strategies

	Study Strategies	Exam Preparation Study Strategies
VISUAL Chaythawin/Shutterstock.com	• Convert your lecture notes to a visual format. • Study the placement of items, colors, and shapes in your text. • Put complex concepts into flowcharts or graphs. • Redraw ideas you create from memory. • Practice turning images you draw back into words. • Study pictures you took of particular pages in your text.	• Practice turning your visuals back into words. • Recall the pictures you made of the pages you studied. • Use diagrams to answer exam questions, if your instructor will allow it.
AURAL Pixsooz/Shutterstock.com	• Read your notes aloud and practice for tests aloud by imagining you're talking with the instructor. • Explain your notes to someone else. • Record your notes and listen to them. • Realize your lecture notes may have gaps missing since you may have been listening so carefully you stopped writing. Fill them in later by comparing notes with a classmate.	• Practice by speaking your answers aloud. • Listen to your own voice as you answer questions. • Opt for an oral exam if allowed. • Imagine you are talking with the teacher as you answer questions.
READ/WRITE Carlos Amarillo/Shutterstock.com	• Write out your notes or potential exam answers several times. • Practice creating and taking exams. • Type out answers to potential questions. • Organize your notes into lists or bullets. • Translate diagrams, charts, and graphs into words. • Write out practice paragraphs for exams, particularly beginnings and endings.	• Write out potential exam answers. • Practice creating and taking exams. • Type out your answers to potential test questions. • Organize your notes into lists or bullets. • Write practice paragraphs, particularly beginnings and endings.
KINESTHETIC Syda Productions/Shutterstock.com	• Recall events, labs, and real things that happened in the course. • Personalize situations as if you were part of them. • Study photos and pictures that make ideas come to life. • Look for and create real examples of course content. • Role play particular ideas or events as if you were in real situations. • Give yourself practice tests.	• Role-play the exam situation at home (or in the actual classroom). • Put plenty of examples into your answers. • Write practice answers and sample paragraphs. • Give yourself practice tests.

5. Knowing about learning styles isn't a magic bullet. Scholars have differing views on learning styles; some researchers endorse them and some question their validity. Even the originator of the VARK cautions against pigeonholing yourself as a visual learner or an auditory one, for example. He writes, "You can like something, but be good at it or not good at it … VARK tells you about how you like to communicate. It tells you nothing about the quality of that communication." As much as anything, learning styles help you learn about yourself.[15] However, there is great value in reflecting on your preferences, strengths, and challenges as a learner. Ultimately, learning at your best is up to you.

"Education is learning what you didn't even know you didn't know."

Daniel J. Boorstin, American historian, (1914–2004)

Gaining the insights provided in this chapter and acting on them have the potential to greatly affect your college success. Understand yourself, capitalize on your preferences, build on them, focus, and learn!

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

What Role Does Your **Personality Play?**

One of the best things about college is having a chance to meet so many different types of people. At times you may find these differences intriguing. At other times, they may baffle you. Look around and listen to other students, and you'll start to notice. Have you heard students saying totally opposite things such as those listed here?

"There's no way I can study at home. It's way too noisy."

"There's no way I can study in the library. It's way too quiet."

"I'm so glad I've already decided on a major. Now I can go full steam ahead."

"I have no idea what to major in. I can think of six different majors I'd like to choose."

"My sociology instructor is great. She talks about all kinds of things in class, and her essay tests are actually fun!"

"My sociology instructor is so confusing. She talks about so many different things in class. How am I supposed to know what to study for her tests?"[16]

You're likely to run into all kinds of viewpoints and all types of people, but differences make life much more interesting! We're each unique. People comment on their perceptions of other people's personalities by using adjectives such as quiet, social, logical, instinctive, or emotional. What you may not know is much about the role your personality plays in how you prefer to learn.

The Myers-Briggs Type Indicator® (MBTI) is the most well-known personality assessment instrument in the world. Each year, approximately 2 million people worldwide get a look into their personalities, their career choices, their interaction with others, and their learning styles by completing it. If you are able to complete the full Myers-Briggs Type Indicator in the class for which you're using this text, or through your college counseling center or learning center, do so. You'll learn a great deal about yourself.

The Myers-Briggs Type Indicator shows you your preferences in four areas:

E or I **What energizes you and where do you direct energy?** Do you get energy from other people (**E**xtravert) or do you go within yourself to find strength (**I**ntrovert)?

S or N **How do you gather information and what kind of information do you trust?** Do you trust your senses and factually based information (**S**ensor) or do you trust your gut feelings (i**N**tuition)?

T or F **How do you make decisions, arrive at conclusions, and make judgments?** Do you think things through logically (**T**hinker) or do you care about how others react and feel (**F**eeler)?

J or P **How do you relate to the outer world?** Do you prefer organization and structure (**J**udging) or do you like spontaneity and going with the flow (**P**erceiver)?

Hugo Felix/Shutterstock.com; Vibrant Image Studio/Shutterstock.com

"Each person is an exception to the rule."

Carl Jung, psychiatrist (1875–1961)

If you complete the Myers-Briggs Type Indicator, you should realize that it isn't about what you can do. It's about what you prefer to do. Here's an illustration. Write your name on a piece of paper. Now put the pen in

your other hand, and try writing your name again. What was different the second time around? For most people, the second try takes longer, is messier, probably feels strange, and requires more concentration. But could you do it? Yes. It's just that you prefer doing it the first way. The first way is easier and more natural; the second way makes a simple task seem like hard work! It's possible that you might have to try "writing with your other hand" in college—doing things that don't come naturally.

In the FOCUS Challenge Case, Tammy was described as outgoing (**E**xtraverted) and hands-on (**S**ensing), whereas Mr. Caldwell was described as reserved (**I**ntroverted) and theoretical (i**N**tuitive). It's unlikely that Mr. Caldwell will change his teaching style, and even if he did, students in his class have a variety of learning styles. Whose style would he try to match? Both Tammy's personality and Mr. Caldwell's are similar to the most common types of students and instructors found in college classrooms. Although you couldn't be sure without looking at actual MBTI scores, you'd expect Tammy to be an ESFP. ESFP's are outgoing, like facts as opposed to theories, pay attention to the feelings of others, and prefer exploring options to following a structure. Based on the clues in the FOCUS Challenge Case, you'd also expect Mr. Caldwell to be an INTJ—the opposite.

This chapter has covered learning from several different perspectives, and you now know more about yourself as a learner than you did before you read it. But you may be wondering: So how do Multiple Intelligences, VARK preferences, and personality traits (MBTI) work together to produce a unique learner? Although the three perspectives aren't intended to connect, let's look at this example to help you understand how each one would explain how people learn.

> "The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as long as we live."
>
> ***Mortimer Adler, American philosopher, educator, and editor (1902–2001)***

Let's say the person you sit by in your math class always asks you whether you want to join a study group. Based on what you've learned in this chapter, you'd be more likely to say yes if you:

1. **MI:** have *interpersonal* (or social) intelligence.
2. **VARK:** are an *aural* learner who likes to discuss things.
3. **MBTI:** are *extraverted* (you get energy from other people).

The three perspectives don't overlap; they're different. That's why this chapter presents all three. Each perspective explains how people learn in a different way.

Although simply knowing about these three perspectives is good, it's important to go further and act on that knowledge. As a single learner in a larger class, you will need to adjust to the teaching style of your instructor in ways such as the following:

- **Translate for maximum comfort.** The way to maximize your comfort as a learner is to find ways to translate from your instructor's preferences to yours. If you know that you prefer feeling over thinking, and your instructor's style is based on thinking, make the course material come alive by personalizing it. How does the topic relate to you, your lifestyle, your family, and your future choices?
- **Make strategic choices.** Although learning preferences can help explain your academic successes, it's also important not to use them to rationalize your nonsuccesses. An introvert could say, "I could have aced that assignment if the instructor had let me work alone! I hate group projects." Become the best learner you can be at what you're naturally good at. But also realize that you'll need to become more versatile over time. In the

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

workforce, you will not always be able to choose what you do and how you do it. Actively choose your learning strategies rather than simply hoping for the best. Remember: No one can learn for you, just as no one can eat for you.

- **Take full advantage.** College will present you with an extensive menu of learning opportunities. You will also build on your learning as you move beyond your general, introductory classes into courses in your chosen major—and across and between classes. Don't fall victim to the temptation to make excuses as some students do ("I could have been more successful in college if . . . I hadn't had to work so many hours . . . I hadn't had a family to support . . . my instructors had been more supportive. . ."). If, if, if. College may well be the most concentrated and potentially powerful learning opportunity you'll ever have. Ultimately, learning at your best is up to you.

"A year from today, you will wish you had started today."

Karen Lamb, American author

Metacognition: Take Charge of How You Study

metacognition awareness of your own thinking and learning processes

What does the word **metacognition** mean? *Meta* is an ancient Greek prefix that is often used to mean *about*. For example, metacommunication is communicating *about* the way you communicate. ("I feel humiliated when you tease me in front of other people. Can you *not* do that?") For the purposes of our discussion, metacognition is defined as thinking about your thinking and learning about your learning. Exercise 3.4 will help you focus on metacognition in terms of exploring how you study.

Exercise 3.4 Part 1: Do You Know How to Study?

To what extent do these ten statements apply to you? Read the following statements and select a number on the scale from 1 to 5 that best describes you.

Never		Sometimes		Always
1	2	3	4	5

1. _____ I keep going with things I have to learn rather than skipping over what I don't understand.
2. _____ When I'm studying something difficult, I realize when I'm stuck and ask for help.
3. _____ I make a study plan and stick to it in order to master class material.
4. _____ I quiz myself as I'm studying to see what I understand and what I don't.
5. _____ I talk through my learning challenges to help me understand things while I study.
6. _____ After I study something, I think about how well it went.
7. _____ I know when I learn best: morning, afternoon, or evening, for example.
8. _____ I know how I study best: alone, with one other person, in a group, etc.
9. _____ I know where I study best: at home, at the library, at my computer, etc.
10. _____ I believe I'm in control of my own learning.

Now add your selections on this informal instrument. If you scored between 40 and 50 total points, you have excellent metacognitive skills. If you scored between 30 and 40 points, your skills are probably average. However, note any items you rated down in the 1 to 2 range, and then read the metacognition section of the chapter carefully.

Part 2: Do You Know How to Study Specific Disciplines?

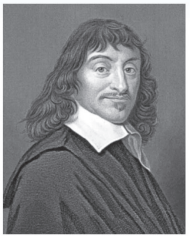
Assume you are taking three classes this term: calculus, psychology, and music. For the three textbook page excerpts here, describe how you would go about studying the material, based on what the content in these three subjects requires. Among other things, which particular VARK learning style preferences should be used: V, A, R, and/or K? Determine specifics about how you would study each subject's textbook page. It's also important to annotate as you read, as shown here. Make notes to yourself in the margins or on sticky notes, reacting, explaining, or summarizing what you've learned or what is still fuzzy. In doing so, you'll be interacting with the material and personalizing it. Make connections; don't just let information float by and hope that something sticks. After you're done, compare notes with your classmates.

WEIRD LOOKING DUDE! BUT SMART!

2 **Chapter P** Preparation for Calculus

P.1 Graphs and Models

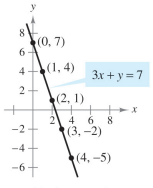
- **Sketch the graph of an equation.**
- **Find the intercepts of a graph.**
- **Test a graph for symmetry with respect to an axis and the origin.**
- **Find the points of intersection of two graphs.**
- **Interpret mathematical models for real-life data.**



iStock.com/Georgios Kollidas

RENÉ DESCARTES (1596–1650)

Descartes made many contributions to philosophy, science, and mathematics. The idea of representing points in the plane by pairs of real numbers and representing curves in the plane by equations was described by Descartes in his book *La Géométrie*, published in 1637.



Graphical approach: $3x + y = 7$

Figure P.1

The Graph of an Equation

In 1637 the French mathematician René Descartes revolutionized the study of mathematics by joining its two major fields—algebra and geometry. With Descartes's coordinate plane, geometric concepts could be formulated analytically and algebraic concepts could be viewed graphically. The power of this approach was such that within a century of its introduction, much of calculus had been developed.

The same approach can be followed in your study of calculus. That is, by viewing calculus from multiple perspectives—*graphically*, *analytically*, and *numerically*—you will increase your understanding of core concepts.

Consider the equation $3x + y = 7$. The point $(2, 1)$ is a **solution point** of the equation because the equation is satisfied (is true) when 2 is substituted for x and 1 is substituted for y. This equation has many other solutions, such as $(1, 4)$ and $(0, 7)$. To find other solutions systematically, solve the original equation for y.

$y = 7 - 3x$ Analytic approach

Then construct a **table of values** by substituting several values of x.

x	0	1	2	3	4
y	7	4	1	-2	-5

Numerical approach

From the table, you can see that $(0, 7)$, $(1, 4)$, $(2, 1)$, $(3, -2)$, and $(4, -5)$ are solutions of the original equation $3x + y = 7$. Like many equations, this equation has an infinite number of solutions. The set of all solution points is the **graph** of the equation, as shown in Figure P.1.

NOTE Even though we refer to the sketch shown in Figure P.1 as the graph of $3x + y = 7$, it really represents only a *portion* of the graph. The entire graph would extend beyond the page. ■

In this course, you will study many sketching techniques. The simplest is point plotting—that is, you plot points until the basic shape of the graph seems apparent.

Source: *Calculus,* 9th Edition, by Ron Larson and Bruce H. Edwards.

(continued on next page)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

studies of the brain. Case studies lack formal control groups. This, of course, limits the conclusions that can be drawn from clinical observations.

THERE'S LOTS OF PHONE POLLING DURING A PRESIDENTIAL ELECTION YEAR TO GET SOME IDEA OF WHO WILL WIN. . . . IT'S IMPORTANT THAT THE SAMPLE IS REPRESENTATIVE AND NONBIASED. I LIKE TO LEARN KINESTHETICALLY, SO MAYBE I SHOULD LOOK UP SOME WEBSITES ON POLLING. . . .

Survey Method

Sometimes psychologists would like to ask everyone in the world a few well-chosen questions: "Do you drink coffee? How often per week?" "What form of discipline did your parents use when you were a child?" "What is the most dishonest thing you've done?" Honest answers to such questions can reveal much about people's behavior. But, because it is impossible to question everyone, doing a survey is often more practical.

In the **survey method,** public polling techniques are used to answer psychological questions (Tourangeau, 2004). Typically, people in a representative sample are asked a series of carefully worded questions. A **representative sample** is a small group that accurately reflects a larger population. A good sample must include the same proportion of men, women, young, old, professionals, blue-collar workers, Republicans, Democrats, whites, African Americans, Native Americans, Latinos, Asians, and so on as found in the population as a whole.

A *population* is an entire group of animals or people belonging to a particular category (for example, all college students or all single women). Ultimately, we are interested in entire populations. But by selecting a smaller sample, we can draw conclusions about the larger group without polling each and every person. Representative samples are often obtained by *randomly* selecting who will be included (▸▸ Figure 1.11). (Notice that this is similar to randomly assigning participants to groups in an experiment.)

How accurate is the survey method? Modern surveys like the Gallup and Harris polls are quite accurate. The Gallup poll has erred in its election predictions by only 1.5 percent since 1954. However, if a survey is based on a biased sample, it may paint a false picture. A *biased sample* does not accurately reflect the population from which it was drawn. Surveys done by magazines, websites, and online information services can be quite biased. Surveys on the use of guns done by *O: The Oprah Magazine* and *Guns and Ammo* magazine would probably produce very different results—neither of which would represent the general population. That's why psychologists using the survey method go to great lengths to ensure that their samples are representative. Fortunately, people can often be polled by telephone, which makes it easier to obtain large samples. Even if one person out of three refuses to answer survey questions, the results are still likely to be valid (Hutchinson, 2004). LIKE ME!

Survey method The use of public polling techniques to answer psychological questions.

Representative sample A small, randomly selected part of a larger population that accurately reflects characteristics of the whole population.

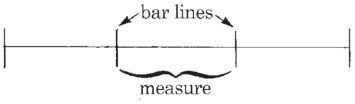
Internet Surveys

Recently, psychologists have started doing surveys and experiments on the Internet. Web-based research can be a cost-effective way to reach very large groups of people. Internet studies have provided interesting information about topics such as anger, decision making,

Source: *Psychology: A Journey,* 4th Edition, by Dennis Coon and John O. Mitterer.

Measures

As you performed the different meters, you may have lost your place momentarily. Even if you didn't, you can see that it would be difficult to play a long piece of music without losing one's place. For this reason, music is divided into **measures** with vertical lines called **bar lines**.



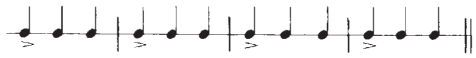
A bar line occurs immediately before an accented pulse. Thus, duple meter has two pulses per measure, triple meter has three pulses per measure, and quadruple meter has four pulses per measure. The following example shows the common

I REMEMBER LEARNING ABOUT PITCH AND RHYTHM AS A KID IN MY PIANO LESSONS WITH MRS. SAUERBRATEN— OR WHATEVER HER NAME WAS! MAYBE BEING AN AURAL LEARNER HELPED ME FAKE MY WAY THROUGH ALL THOSE LESSONS MY PARENTS PAID FOR!

meters again, this time with bar lines included. Notice how much easier it is to read and perform the meter when it is written this way.

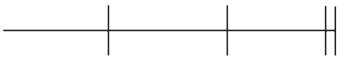
duple meter

triple meter



quadruple meter

Double bar lines have a special meaning: Their two most common uses are to signal the beginning of a new section in a large work and to mark the end of a work. Put double bar lines at the end of any exercises or pieces you write.



Source: *A Creative Approach to Music Fundamentals,* 10th Edition, by William Duckworth.

How would you study for these three classes in different disciplines? Compare and contrast the study methods you would use.

As noted earlier, because cognition means thinking and learning, metacognition is thinking about your thinking and learning about your learning. It's about identifying your learning goals, monitoring your progress, backing up or getting help when you're stuck, forging ahead when you're in the groove, and evaluating your results. Metacognition is about knowing yourself as a learner and about your ability (and motivation) to control your own learning. Some things are easy for you to learn; others are hard. What do you know about yourself as a learner, and do you use that awareness *intentionally* to learn at your best?[17]

These questions may seem simple, but how do you know:

1. When you've finished a reading assignment?
2. When your paper is ready to turn in?
3. When you've finished studying for an exam?

When you're eating a meal, you know when you're full, right? But when it comes to academic work, how do you know when you're done? Some students resort to answers like these to the question "How do you know when you're done?" Look at the range of students' answers:

- I just do.
- I trust in God.
- My eyelids get too heavy.
- I've been at it for a long time.
- A family member tells me to go to bed.

"Striving for success without hard work is like trying to harvest where you haven't planted."

Dmitry Kalinovsky/Photos.com

David Bly, Minnesota politician

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

- I understand everything.
- I can write everything down without looking at the textbook or my notes.
- I've created a practice quiz for myself and get all the answers right.
- When someone drills me and I know all the answers.
- When I can teach someone everything I've learned.
- When I've highlighted, recopied my notes, made flash cards, written sample questions, tested myself, and so on.

You can see that their answers become increasingly reliable as you progress down the list.[18]

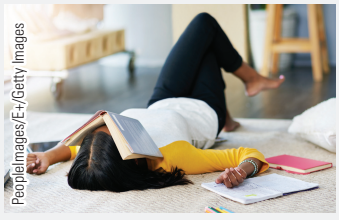
Metacognition is about having an "awareness of [your] own cognitive machinery and how the machinery works."[19] It's about knowing the limits of your own learning and memory capabilities, knowing how much you can accomplish within a certain amount of time, and knowing what learning strategies work for you.[20] Know your limits, but at the same time, stretch.

Apply Your Learning Style to Your Study Style

Now that you've gained some insight into how you prefer to learn, it's time to apply those preferences to how you study. Are you the kind of student who re-reads a textbook page five times without having the information sink in? Do you procrastinate when it comes to reading assignments for your classes? If so, through this chapter, you may have discovered why. Perhaps your linguistic intelligence is relatively low. Perhaps Read/Write is your least preferred VARK modality. Perhaps your off-the-charts extraverted personality enjoys the company of others, not a book or an online course in which you learn on your own.

Make a Master Study Plan

What's your favorite class this term? Or let's turn the question around: What's your least favorite class? Becoming an educated person may well require you to study things you wouldn't *choose* to study. Considering all you have to do, including your most and least favorite classes, what would making a master study plan look like? You've "been there, done that" all through your schooling, but do you *really* know how to study?


PeopleImages/E+/Getty Images

"No one can become really educated without having pursued some study in which he took no interest."

T. S. Eliot, American-born poet (1888–1965)

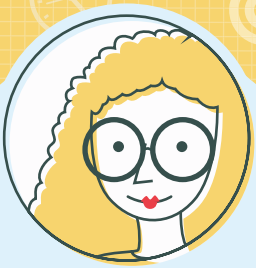
To begin, think about what you have to think about. What's your goal? Is it to finish your English essay by 10:00 P.M. so that you can start your algebra homework? Or is it to write the best essay you can possibly write? If you've allowed yourself one hour to read this chapter, but after an hour you're still not finished, you have three choices: keep reading, finish later, or give up entirely. What's in your best interest, honestly? See whether you find the following planning strategies helpful, and check out the suggestions in Figure 3.4.

1. **Make sure you understand your assignments.** Understanding is critical to making a master plan. You can actually waste a great deal of time trying

Figure 3.4

Quick Study: How to Succeed in College by Really Trying

How to Succeed in College by Really Trying



Let's be clear on one thing. You're in school to succeed—not to squander your time on frivolous activities.

Nerd is the new cool.

Studying is nerdy (they say), so do it!

Get to know your instructors.

They're not your enemies; they want you to succeed, and they're there to help you make that happen. Some will even give you their cell phone numbers, and all of them are on e-mail regularly. But **you** have to reach out first.

Rise and Shine!

Sleeping in can become a tiresome habit that causes you to skip breakfast, miss classes, be late for exams, and lose out on a lot. It's a luxury, perhaps, but one you can't afford on a regular basis. Of course, getting up at a reasonable time assumes you went to bed at one, too.

Check your e-mail at least once a day.

Many people prefer to text these days because it's quicker, but it's likely that e-mail will be your best bet in college. Missing an e-mail might mean not being informed about a revised or new assignment, which impacts your progress in the course. A general rule: Technology is there to help you, assuming you're tuned in.

Make sure your head is screwed on.

In order for your study session to be truly effective, your head has to be with you. If you left it at a friend's house or somewhere else, you're not really "on the clock," so to speak. Start with the hardest task first, while you're fresh.

Develop a routine.

Breakfast, class, studying, lunch, more studying, working out, club meeting, more studying. Squeeze as much productive time as you can out of the day. If you're an online student, a routine is critical. Just because people can't see you doesn't mean you can coast for a while in your online courses. If you do, it may be next to impossible (and stressful) to catch up.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

to read your instructor's mind after the fact: "Did she want us to *analyze* the play or *summarize* it?" When you have work to do, make sure you're clear on what's been assigned.

2. **Schedule yourself to be three places at once.** Making a master plan requires you to think simultaneously about three different time zones:

   The past: Ask yourself what you already know. Is this a subject you've studied before? Have your study habits worked well for you in the past? How have you done your best work—in papers, on exams, on projects?

   The present: Ask yourself what you need to learn now. How interested are you in this material? How motivated are you to learn it? How much time will you devote to it?

   The future: Ask yourself how you'll go about learning it. Will you learn it using strategies that may work best for you? Which learning factors will you control? Will you do what you can to change what's not working?[21]

3. **Talk through your learning challenges.** There's good evidence that talking to yourself while you're studying is a good thing. Researchers find it helps you figure things out: *Okay, I understand the difference between a neurosis and a psychosis, but I'm not sure I can provide examples on my psychology test.* Once you've heard yourself admit that, you know where to focus your efforts next.[22] Or consider the possibility of "talking online" to other students in class using on-the spot virtual meetings via Teams or Zoom.

4. **Be a stickler.** Sticklers pay attention to details. They want to make sure everything is absolutely right. Have you ever thought about how important accuracy is? For example, if you were 99 instead of 100 percent accurate, that would mean that:

   - 450 airplanes in U.S. skies each day wouldn't be directed by air traffic controllers.[23] Disastrous!

   As you read and study, remember this example. Be thorough. Read the entire assignment. Pay attention to details. If you make a mistake, for example in solving a math problem, figure out exactly what went wrong so that you don't hold on to a bad academic habit. Rework the problem at least twice, write a few sentences describing the right way to solve it, and try another problem similar to it to see whether you really understand.[24] Accuracy counts!

5. **Take study breaks.** The human attention span is limited, and according to some researchers, it's shrinking, rather than expanding.[25] Plan to take brief scheduled breaks to stretch, walk around, or grab a light snack every half hour or so during study sessions. The average person now sits approximately ten hours per day, leading to a range of potential health problems.[26] Especially if you're working online, moving from one thing to the next, remember that your brain needs breaks.[27] And if you're working on screen, follow the 20-20-20 rule: Every 20 minutes, look 20 feet away for 20 seconds. There's good evidence that people blink less when they read online, leading to eye strain.[28] Of course, it's important to sit down and get back to work again. Don't let a quick study break to get a snack multiply into several hours of television viewing that wasn't in the plan.

6. **Mix it up.** Put a little variety into your study sessions by switching from one subject to another or from one mode of studying—for example, reading, self-quizzing, writing—to another. Variety helps you fight boredom and stay fresh (unless, of course, you're on the verge of a breakthrough). Even changing locations from time to time, rather than always studying in one place, stimulates your brain to reboot.[29]
7. **Estimate how long it will take.** Before starting an assignment, estimate the amount of time you will need to complete that assignment (just as you do at the start of each chapter of this text), and then compare that estimate with the actual amount of time the assignment took to complete. Getting into this habit helps you develop realistic schedules for future projects.
8. **Vary your study techniques by course content.** Studying productively is more than just learning a few general rules that apply to any type of subject matter. You need to focus in on whatever subject or discipline it is that you're studying. Look over the pages of your textbook. Does the material extend beyond the way you usually study? Is it text-heavy (read/write)? Do graphs or charts explain the text and seem important? Is color-coding or bulleting used to call your attention to particular items (visual)? If the material isn't presented as you'd prefer, what can you do to "translate" it? For example, if you prefer to learn kinesthetically can you make flash cards? Can you create and complete practice tests? If you prefer to learn by listening, can you read the material aloud (aural)? And finally, what kind of exam (multiple-choice, essay, problem sets, etc.) does the material lend itself to? What are you likely to need to know, and what will you be asked to do on an exam? When you study math, it's important to do more than read. Working problem sets helps you develop the skills you need. When you study history, you study differently. You might draw a timeline of the events leading up to World War I, for example.[30]

> "It's not so much how busy you are, but why you are busy. The bee is praised; the mosquito is swatted."
>
> ***Mary O'Connor***

9. **Study earlier, rather than later.** Whenever possible, study during the daytime, rather than waiting until evening. Research shows that each hour used for study during the day is equal to one and a half hours at night. Another major study showed that students who study between 6:00 P.M. and midnight are twice as likely to earn A's as students who put off their studying until after midnight.[31] And simply getting enough sleep can help you rachet up your GPA more than you'd expect.
10. **Create artificial deadlines for yourself.** Even though your instructors will have set deadlines for various assignments, create your own deadlines that precede the ones they set. Finish early, and you'll save yourself from any last minute emergencies that may come up, like crashed hard drives or internet interruptions.
11. **Treat school as a job.** If you consider the amount of study time you need to budget for each hour of class time, and you're taking twelve to fifteen credits on campus, then essentially you're working a thirty-six to forty-five hour/week job. Arrive at "work" early and get your tasks done during "business hours" so you have more leisure time in the evenings.

> "It's not that I'm so smart, it's just that I stay with problems longer."
>
>
> iStock.com/Jacob Wackerhausen
>
> ***Albert Einstein, American theoretical physicist (1879–1955)***

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

12. **Show up.** Once you've decided to sit down to study, really commit yourself to showing up—being present emotionally and intellectually, not just physically. If you're committed to getting a college education, then give it all you've got! Get help if you need it. If you have a diagnosed learning disability, or believe you might, find out where help is available on your campus (see Box 3.1). One of the best ways to compensate for a learning disability is by relying on metacognition. In other words, consciously controlling what isn't happening automatically is vital to your success.[32]

Sprinting to the Finish Line: How to Study When the Heat Is On

Let's be realistic. Planning is important, but there will be the occasional time when you'll have to find some creative ways to survive the onslaught of all you have to study. You'll need to prioritize your time and make decisions about what to study. When you do need to find a way to accomplish more than is humanly possible, keep these "emergency preparedness" suggestions in mind:

1. **Triage.** With little time to spare, you must be efficient. Consider this analogy: If you're the physician on duty in the ER, and three patients come in at once, who will you take care of first: the fellow with strep throat, the woman with a sprained wrist, or the heart attack victim who needs CPR? Making decisions about priorities is called triage. Of all the material you need to study, ask what is most important, moderately important, and least important. For example, if you are earning an A− in art history, a B+ in geography, and a C− in math, you know which course most needs

Box 3.1 Learning Disability? Five Ways to Help Yourself

Perhaps you were diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) or dyslexia as a young child. If you're beginning your college career with a learning disability (LD), you're not alone. "The National Center for Learning Disabilities reported in 2014 that among high school students with learning disabilities, 54 percent planned to attend a two-year or four-year college."[33] More than 200,000 entering college students have a learning disability of some type.[34] Does a learning disability mean all the odds are against you? No, but there are some important steps you must take to help yourself. Successful college students with LDs recognize, understand, and accept these steps, and develop compensating strategies to offset their LDs.

1. **If you've been previously diagnosed with a learning disability, bring a copy of your evaluation or Individualized Education Plan (IEP) with you to campus.** Some schools require documentation in order to use the institution's support services.
2. **Locate the support services office on your campus and use it.** These services are free and can make all the difference in your success.
3. **Learn more about your specific LD.** Read about it. Visit credible websites. Understanding the ins and outs of what you're up against is important.
4. **If you need special accommodations such as taking exams somewhere other than the classroom, communicate via e-mail or meet with your instructors early in the term to let them know.** Having a learning disability doesn't mean you're required to do less work, but you'll get the support you need in order to do your best.
5. **Remember that the advice in this text, which is helpful to all college students, can be even more useful to anyone with a learning disability.** Time management strategies and study skills tailored to your specific LD are key.

Don't let fear of failure immobilize you. Instead, keep your eye on the goal and take charge of your own learning.[35]

your attention. Evaluate the material and ask yourself which topics have received the most attention in class and in the textbook. Then focus your study time on those topics, rather than trying to study everything.

2. **Use every spare moment to study.** If flashcards work for you, take your flashcards with you everywhere, like on your daily bus ride or to the laundromat, for example. Organize your essay answer in your head while you're filling up at the pump. It's surprising: Small amounts of focused time do add up.
3. **Give it the old one-two-three-four punch.** Immerse all your senses in the precious little amount of time you have to study: *read, write, listen,* and *speak* the material.
4. **Get a grip on your gaps.** Honesty is the best policy. Rather than glossing over what you don't know, assess your knowledge as accurately as possible, and fill in the gaps.
5. **Cram, but only as the very last resort.** If you're ultrashort on time due to a real emergency, and you have studying to do for several classes, focus on one class at a time. Be aware: If you learn new information that is similar to something you already know, the old information can interfere. So if you're studying for a psychology test that contains some overlap with your sociology test, separate the study sessions by a day. Studies also show that cramming up to one hour before sleeping can help minimize interference.[36] Nevertheless, continually remind yourself: What's my goal here? Is it to just get through twenty-five pages or is it to truly understand?

Albert Einstein said this: "Never regard study as a duty, but as the enviable opportunity to learn . . ." Studying and learning are what college is all about. Take his advice: Consider the opportunities before you to become an educated person, and take advantage of them all.

"Change is such hard work."

Billy Crystal, Nassau Community College, Garden City, New York, transferred to New York University

Insight: *Now* What Do You Think?

At the beginning of this chapter, Tammy Ko faced a series of challenges as a new college student. Now, after learning from this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Tammy's case study. What are some of the possible outcomes for Tammy?

Action: Your Plans for Change

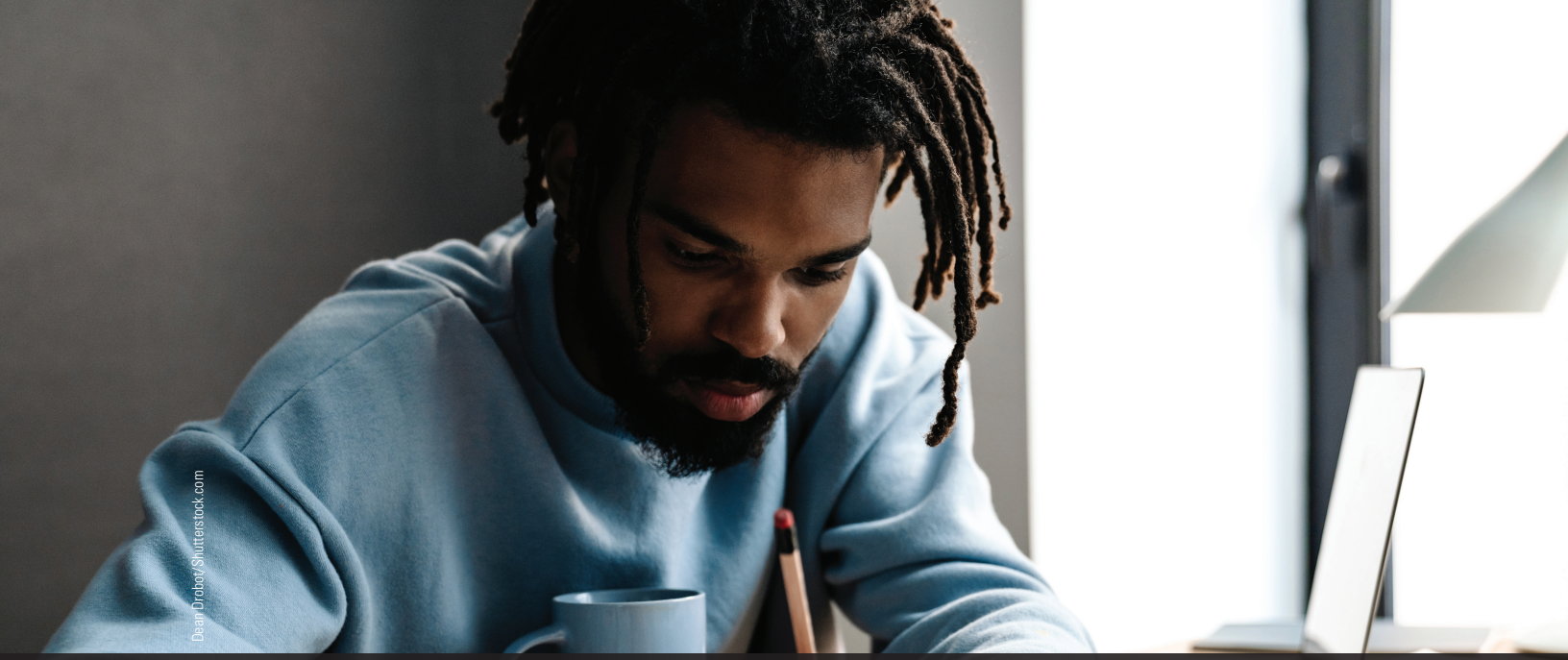
1. What do you think your learning and personality preferences reveal about you and how you learn?
2. How will you put the information from this chapter to good use, not only in this class but also in any others you're enrolled in this term?
3. If you applied your learning style preferences to your study style, what would you actually change? Over the course of this term, note whether these changes help you become more successful.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you, and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. What does the term *multiple intelligences* mean? Can you name three different types of intelligences?
2. What does VARK stand for? Can you identify the letters as they relate to students' preferences for taking in information?
3. What's the definition of the word *metacognition*?
4. What can you do to become a more intentional learner? Identify three study habits you use now that you could change in order to study at your best.
5. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete it (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you'll read?



Managing Your Time, Money, and Stress | 4

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When your stress level is high and you should be using your time to study, what is most likely to derail you, if anything? Put check marks by the phrase(s) that apply to you or write in your answer.
   - ☐ Feelings of isolation and loneliness
   - ☐ The demands of my job
   - ☐ Procrastination
   - ☐ Financial worries
   - ☐ Overwhelming responsibilities
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I have strong will power and focus no matter what.
   - ☐ Even though it's hard, eventually I settle in and focus.
   - ☐ I try to focus, but I get lost in my thoughts.
   - ☐ I give in to the urge to worry, which impacts my productivity.
3. What would you have to do to increase your likelihood of success in college? Will you do it?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ How not managing your time and money contribute to your stress
   - ☐ How to schedule your way to success
   - ☐ How the P word can derail you
   - ☐ How financial awareness and improved budgeting strategies can lower stress
   - ☐ How to realistically balance work, school, and your personal life

YOUR READINESS FACTOR

1. How motivated are you to learn more about managing your time, money, and stress in college? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Dean Drobot/Shutterstock.com

Focus
Challenge Case

Derek Johnson

As Derek Johnson walked out of his World History class on Wednesday evening, he felt panicked. The instructor had just assigned a twelve-page paper, due one month from today. How could she? Derek thought. *Doesn't she realize how busy most community college students are?* The syllabus had mentioned a paper, but twelve pages seemed downright excessive. He sent a message complaining about it from his phone on his way to his next class. Facebook Messenger had quickly become Derek's favorite way to communicate. His twin sister, Danielle, wrote right back, "I hear ya!" Dani and Derek had been good buddies ever since they were kids, and even more so now that they were in their twenties. Fitness was one passion they shared.

When Derek had decided to go back to college five years after he graduated from high school, he hadn't quite realized what a juggling act it would require. First, there was his family—his wife, Justine, his four-year-old daughter, Taura, and another baby due before winter break. Then there was his job, which was really quite demanding for what he earned. He hoped that an associate degree in accounting would help him get a job as an accounting assistant and possibly even move into the management ranks, where salaries were higher. Money was tight, and they always seemed to run out before payday. Add to that singing in his church choir, coaching the youth soccer league, competing in cycling races, and working out every morning at the gym. Derek had been a high school athlete, and physical fitness was a priority for him. And of course there was his twin sister Dani, who decided to start college at the same time and always seemed to want to talk about some college course or other.

His head began to swim as he thought about all his upcoming obligations: his mother's birthday next week, his dog's vet appointment, his sister's frequent drop-in visits, the training class he was required to attend for work. Something had to go, but he couldn't think of anything he was willing to sacrifice to make time for a twelve-page paper. Maybe he'd have to break down and actually do some planning like the *compulsive* students he knew—Dani included.

Still, the paper was to count as 25 percent of his final grade in the course. He decided he'd try to think of a topic for the paper on his way home. But then he remembered that his wife had asked him to stop at the store to pick up groceries. Somewhere on aisle twelve, between the frozen pizza and the frozen yogurt, Derek's thoughts about his research paper vanished.

The following week, the instructor asked the students in the class how their papers were coming along. Some students gave long descriptions of their research progress, the amazing number of sources they'd found, and the detailed outlines they'd put together. Derek didn't raise his hand. Somehow, he never seemed to have enough time to plan—and therefore nothing ever seemed to get done.

Sudowoodo/Shutterstock.com; Iryna Alex/Shutterstock.com; Vidi Studio/Shutterstock.com; Khomulo Anna/Shutterstock.com

Studio 10ne/Shutterstock.com

A whole week has gone by, Derek thought on his way back to his car after class. *I have to get going!* Writing had never exactly been Derek's strong suit. In fact, it was something he generally disliked doing. Through a great deal of hard work, he had managed to earn a 3.8 grade point average (GPA) in high school—a record he planned to continue. A course in World History—a general education class that was not even a part of his major—was *not* going to ruin things! The week had absolutely flown by, and there were plenty of good reasons why his paper was getting off to such a slow start. Derek didn't waste time, except for occasionally binge-watching his favorite TV shows while he studied and caught up on e-mail. Regardless, he rarely missed his nightly study time from 11:00 P.M. to 1:00 A.M. Those two hours were reserved for homework, no matter what. The problem, of course, was keeping other things from crowding in.

At the end of class two weeks later, Derek noticed that several students lined up to show the instructor the first drafts of their papers. *That's it!* Derek thought to himself. *The paper is due next Wednesday. I'll spend Monday night, my only free night of the week, in the library. I can get there right after work and stay until 11:00* P.M. *or so. That'll be five hours of concentrated time. I should be able to write it then.* Despite his good intentions, Derek didn't arrive at the library until nearly 8:00 P.M., and his work session wasn't all that productive. As he sat in his library stall, he found himself obsessing about things that were happening at work. His boss was offering him more hours. Considering that he really did want a degree, should he take on more, even though he didn't really like the job? Finally, when he glanced at his watch, he was shocked to see that it was already midnight! The library was closing, and he'd only written three pages. Where had the time gone?

On his way out to the car, his cell phone rang. It was Justine, wondering where he was. Taura was running a fever, and his boss had called about an emergency meeting at 7:00 A.M. *If one more thing goes wrong . . .*, Derek thought to himself. His twelve-page paper was due in two days, and his stress level was off the charts.

Reaction: What Do *You* Think?

1. What do you have in common with Derek? What time, money, and stress management issues are you experiencing in your life right now?
2. Describe the time-wasters that are a part of Derek's schedule. Do you think procrastination is an issue for Derek? What's behind his failure to make progress on his paper?
3. Suggest three realistic ways for Derek to balance work, school, and personal life.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Time and money. Since both are resources at our disposal, we talk about wasting, saving, investing, spending, and running out of them. In fact, in our culture, we equate the two when we say: time *is* money. This chapter about managing your time and money has an overarching theme that connects the two—stress. Simply put: When we don't succeed at managing our time or money in productive ways, the results often contribute to our stress levels. Read on for insights about how all three—time, money, and stress—relate to your college success.

Time Management Requires Focus

time management the ability to plan and prioritize tasks

Before diving into the details of time management skills, let's clarify one important point. There's a sense in which the phrase **time management** is misleading. Let's say you decide to spend an hour reading an assigned short story for your literature class. You may sit in the library with your book propped open in front of you from 3:00 to 4:00 P.M. on the dot. But you may not digest a single word you're reading. You may be going through the motions, reading on autopilot. Have you managed your time? Technically, yes. Your planner says, "Library, short story for Lit 101, 3:00–4:00 P.M." But did you get results? Time management expert Jeffrey Mayer asks provocatively in the title of his book: *If You Haven't Got the Time to Do It Right, When Will You Find the Time to Do It Over?*. Now that's a good question!

There's a sense that freeing up time by managing it efficiently simply allows more tasks to rush in and fill the void. Think of it like children playing in the sand on a beach. As they scoop out more sand to put in their buckets, more water rushes in to fill the empty space. Research has shown that when most employees were forced to work from home in 2020, they reported increased productivity, yet globally the average work day increased by half an hour.[1] Case in point.

attention management the ability to focus on important tasks without being distracted

In truth, time management is not just about managing your time, it's about managing your attention. **Attention management** is the ability to focus your attention, not just your time, on a designated activity so that you produce a desired result. And that's a big challenge, because research shows that the human mind wanders about half the time.[2] Time management may get you through reading a chapter of your textbook, but attention management will make sure that you understand what you're reading. It's about *focus*. If you manage your attention during that hour, then you've managed your time productively. Without attention management, time management is pointless. And the good thing is that we can train our brains to focus.

> "In truth, people can generally make time for what they choose to do; it is not really the time but the will that is lacking."
>
> ***Sir John Lubbock, British banker, politician, and archaeologist (1834–1913)***

Succeeding in school, at work, and in life is not just about what you do. It's about what gets done. You can argue about the effort you put into an academic assignment all you want, but it's doubtful your professor will say, "You know what? You're right. You deserve an A just for staying up late last night working on this paper." Activity and accomplishment aren't the same thing. Neither are quantity and quality. Just because the assignment asked for five pages and you turned in five, doesn't mean that you automatically deserve an A. Results count. So don't confuse being busy with being successful. Staying busy isn't much of a challenge; being successful is.

Start with *Why?*

2.5 Minute Read

Do we really need to *Start with Why* when it comes to time management? The answer is a resounding, "yes"! One reason for an enthusiastic "yes" is that time management myths abound. Perhaps you unknowingly subscribe to some of them, and maybe your attitude—and, in fact, your actual behavior—needs tweaking, if not now, then certainly when you launch your career. Take a look:

Myth 1: I'm crazy busy; therefore, I *must* be productive. Hold on—not so fast! Just because you go through your workday at breakneck speed doesn't mean you actually accomplish all that much. You could be running in circles, and at the end of the day, you haven't really gotten very far. As you've read in this chapter, *activity* and *accomplishment* aren't the same thing.[3]

Myth 2: I can multitask like a champ. Research shows that unless you're superhuman, you're probably not very good at multitasking. Virtually no one is; human beings aren't wired that way. And interestingly enough, those who think they're best at multitasking are actually worst at it. Ouch![4] Take a look at the stats included here in the next column about how interruptions eat away at our time.

Myth 3: Workaholics are heroes. Some employees start their workdays early, end them late, and work all weekend. However, "working more doesn't mean you care more or get more done. It just means you work more."[5] Spending more time working doesn't guarantee the best results. In fact, workaholics' physical and mental well-being often suffer,[6] and their children are more likely to show signs of depression.[7]

The quality of your work and the outcomes you achieve are what count, and working "smarter" by following the time management advice in this chapter can make all the difference.

Myth 4: Deadlines are the enemy. If you dread deadlines, don't. "Deadlines are a done-for-you prioritization tool that tells you a given project is important to focus on since its deadline is earlier."[8] They also help you figure out how much time you have to spend on each task and plan ahead. Deadlines are important in your classes, but online classes in particular require careful monitoring because deadlines can sneak by when you think it's safe to coast. (It's never safe to coast in an online class, by the way.) But when you meet a deadline, you get a natural high. Score!

Myth 5: Being tired is a badge of honor. Dragging ourselves around because we've said yes too much, work too much, and have too many obligations hardly makes for superheroes in the workplace. In fact, just the opposite is true. "Sustained exhaustion is not a rite of passage. It's a mark of stupidity. Literally. Scientists have suggested that scores on IQ tests decline on each successive day you sleep less than you naturally would. It doesn't take long before the difference is telling."[9] Former Aetna CEO Mark Bertolini paid employees for sleeping (at night, not on the job). His perspective? "If they [employees] can prove they get 20 nights of sleep for seven hours or more in a row, we will give them $25 a night, up to $500 a year." (Employees used Fitbits, for example, to track their sleep.) Sleep is "really important. Being present in the workplace and making better decisions has a lot to do with our business fundamentals."[10] No matter what your major or your eventual career, making time work for you instead of the other way around will do wonders to combat stress and anxiety, boost your "soft skills"—now renamed "power skills" because they are the way work gets done—and help you rise to the top as an exceptional employee.[11] Can you improve your power skills, including time management, now in college to get ready? The answer is a resounding "yes"!

Time Management
Stats From Around The Web

The average person gets **1** interruption every **8** minutes, or approximately **7** per hour, or **50–60** per day.

The average interruption takes **5 minutes,** totaling about **4 hours** or **50%** of the average workday.

80% of those interruptions are typically rated as having "little value" or "no value," creating approximately **3 hours** of wasted time per day.

For every hour of planning, **3** to **4 hours** are saved. We lose time by failing to prepare, repeating tasks, waiting for information, and managing projects poorly.

Source: Jaffee, J. (2021, September 24). How to manage your time to add maximum value to your business. *Farm Credit East*. Retrieved from https://www.farmcrediteast.com/knowledge-exchange/Blog/todays-harvest/how-to-manage-your-time-to-add-maximum-value-to-your-business

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Here's a list of preliminary academic time-saving tips. However, remember that these suggestions won't give you a surefire recipe for academic success. To manage your time, you must also manage yourself: your behavior, your attention, your attitudes, *you*. Once you know how to manage all that, managing your time begins to work.

- Have a plan for your study session; include suggested time limits for each topic or task. One way to accomplish this is by doing something called "timeboxing." In your planner (more about that later), draw a box around a task (math assignment Monday from 1:00 PM to 2:15 PM, for example), giving the task well-defined time and attention boundaries. Force yourself to stay within the boundaries of the box and finish the task. Cut out distractions and tendencies to wander online. This strategy may help if you're prone to perfectionism or overdoing things, and you may see dramatic results.[12]
- Pay attention to what gets you off track. If you come to understand your patterns, you may be better able to control them.
- Tell other people you live with that you don't want to be disturbed if something relatively unimportant comes up. Let them know what time you'll be available again.
- If you're working on your computer, work offline whenever possible. If you must be online to check sources, don't give in to the temptation to check your social networking account or e-mail every five minutes. According to a recent survey of over one million people, willpower is the one virtue human beings are least likely to recognize in themselves.[13] Whether it's resisting the third cupcake or staying on task to write a paper, willpower is sometimes hard to muster. But it can be cultivated by continually monitoring ourselves so that we're making decisions that are in our own best interest.
- Take two minutes to organize your workspace before beginning. Having the resources you need at your fingertips makes the session go much more smoothly, and you won't waste time searching for things you need.

multitasking doing two or more tasks at one time

- Focus. You can't do anything if you try to do everything. **Multitasking** may work for simple matters, such as scheduling a doctor's appointment while heating up a snack in the microwave. But when it comes to tasks that require brainpower, such as studying or writing, you need single-minded focus. Remember that the more you multitask, the less able you are to focus. Believe it or not, multitasking actually slows you down. It may sound like the solution to time management, but it's not![14]
- Actually use a countdown timer. Forty minutes is thought by some experts to be the optimum amount of time to focus on something before taking a break. It takes thirty minutes to really get in gear, and then you arrive at another ten minutes of optimal productivity. If you aim for more than that, tedium can set in. When you hear the "bing," you get a real feeling of accomplishment and a bit of relief from stress. A timer can force you to face the challenge.[15]

"To do two things at once is to do neither."

Publius Syrus, Maxim 7, 42 B.C.

- Monitor how your life works. There are different ways to manage time, and different ways work best for different people. Think of this analogy: Is time like ice or like water? A hard copy planner or even a Google calendar is a day-by-day record of solid blocks of time. But in today's world, solid blocks can melt away in seconds as events around us change. Managing time may be less like moving around ice cubes and more like "going with the flow." Many dynamic e-tools are available to help you on a minute-by-minute basis, if you stay on top of how time flows in your life.[16] Whether it's an automatic, audible reminder from something you've entered into your Google calendar or an electronic "personal assistant" like Siri via your iPhone, or Alexa, these reminder systems can help you manage your obligations.[17]

The Physiology of Time Management

Managing your time successfully requires monitoring your physiology. For example, try these suggestions:

1. **Snap to your body's rhythm.** Have you noticed times of the day when it's easier to concentrate than others? Perhaps you regularly crash in the middle of the afternoon, for example, so you go for a chocolate fix or a coffee pick-me-up. Everyone has a biological clock. Paying attention to your body's natural rhythms is important. Plan to do activities that require you to be alert during your natural productivity peaks. That's better than plodding through a tough assignment when the energy just isn't there. Use low energy times to take care of mindless chores that require little to no brainpower.[18]
2. **Up and at 'em.** What about 8:00 A.M. classes? Don't use your body's natural rhythms as an excuse to sleep through class! ("I'm just not a morning person. . . .") If you're truly not a morning person, don't sign up for early morning classes. If you are coming off working a night shift, you may need some rest first. Sleeping through your obligations won't do much for your success—and you'll be playing a continual game of catch-up, which takes even more time. Some experts advise that you start your day as early as possible. Marking six items off your to-do list before lunch can give you a real high.[19]
3. **Sleep at night, study during the day.** Burning the midnight oil and pulling all-nighters isn't the best idea either. It only takes one all-nighter to help you realize that a lack of sleep translates into a drop in performance. Without proper sleep, your ability to understand and remember course material is impaired. Research shows that the average adult requires seven to eight hours of sleep each night. If you can't get that much for whatever reason, take a short afternoon nap. Did you know that the Three Mile Island nuclear meltdown in Pennsylvania in 1979 and the Chernobyl disaster in the Ukraine in 1986 took place at 4 A.M. and 1:23 A.M., respectively? Experts believe it's no coincidence that both these events took place when workers would normally be sleeping.[20]
4. **"Burn premium fuel."** You've heard it before: Food is the fuel that makes us run. The better the fuel, the smoother we run. It's that simple.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

A solid diet of carbs—pizza, chips, and cookies—jammed into the fuel tank of your car would certainly gum up the works! When the demands on your energy are high, such as exam week, use premium fuel. If you don't believe this, think about how many people you know who get sick during times of high stress.Watch how many of your classmates are hacking and coughing their way through exams—or in bed, missing them altogether.

The Emotions of Time Management

Physical needs count, to be sure, but emotional connections are part of the picture, too. See whether you agree with these suggestions.

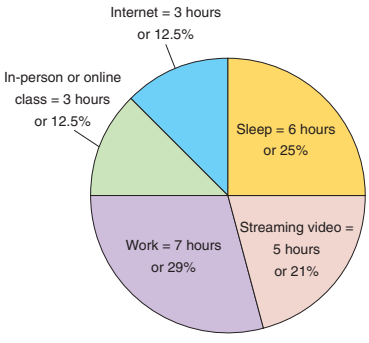
"My favorite things in life don't cost any money. It's really clear that the most precious resource we all have is time."

Steve Jobs, cofounder of Apple Computers (attended De Anza Community College, Cupertino, California) (1955–2011)

1. **Communicate like it matters.** Sometimes we save our best communicating for people we think we have to impress: teachers, bosses, or clients, for example. But what about the people we care about most in our lives? Sometimes these people get the leftovers after all the "important" communicating has been done for the day. Sometimes we're so comfortable with these people that we think we can let it all hang out, even when doing so is *not* a pretty sight. Communicate as if everything you said would actually come true—"Just drop dead," for instance—and watch the difference! Communicating productively with people we care about is one of the best ways to replenish our energy.
2. **Choose how you renew.** Finish this comparison: Junk food is to physical energy as _____ is to emotional energy. If you answered "TV," you're absolutely right. Many people use television as their primary form of emotional renewal, but, like junk food, it's not that nutritious and it's easy to consume too much. Try more engaging activities that affirm you or connect you to others: singing or reading or playing a sport.[21]
3. **Let others renew you.** Remember that people don't just make demands on your time; they also provide emotional renewal. There's pure joy in a child's laugh, a friend's smile, a father's pat on the back. These small pleasures in life are priceless—prize them!

Understanding all the aspects of time management, including its physical and emotional components, can help you become better at it.

"I'll Study in My Free Time" . . . and When Is That?


Internet = 3 hours or 12.5%
In-person or online class = 3 hours or 12.5%
Sleep = 6 hours or 25%
Streaming video = 5 hours or 21%
Work = 7 hours or 29%

Think back over your day yesterday. What would it look like if you charted it? Look at this student's chart as a model. Does it look like yours would? Among other things, notice that on this chart, there's no time devoted to studying.

Ask ten students when they study, and chances are at least eight will reply, "In my free time." The strange thing about this statement is that if you actually waited until you had free time to study, you probably never would. Truthfully, some students are amazed at how easily a day can race by without their ever thinking about cracking a book. This is why you should actually *schedule* your

study time, but to do that, you should first be aware of how you're currently spending those twenty-four hours of each day. Where does schoolwork rank on *your* list of priorities?

If succeeding in college is a top priority for you, then make sure that you're devoting adequate time to schoolwork outside the classroom. Most instructors expect you to study two to three hours outside of class for every hour spent in a physical classroom. They also expect that type of commitment in an online class. If it's a particularly challenging class, you may need even more study time. You can use the following chart to calculate the total number of hours you ought to expect to study—effectively—each week for in-person classes:

Credit hours for less demanding classes: _____ × 2 hours = _____ hours

Credit hours for typical/average classes: _____ × 3 hours = _____ hours

Credit hours for more challenging classes: _____ × 4 hours = _____ hours

Expected total study time per week = _____ hours

Remember, just putting in the time won't guarantee that you'll truly *understand* what you're studying. You need to ensure that your study time is productive by focusing your attention and strategically selecting study techniques that work best for you. Take a look at Figure 4.1 for a visual preview of some of the primary time management ideas presented in this chapter.

Schedule Your Way to Success

There is no one right way to schedule your time, but if you experiment with the suggestions presented in this text, you'll be on the right path. Eventually, you can tweak the following steps to make them uniquely your own. Experts say that the following three As will help you schedule your way to success:

- **Awareness:** paying attention to how you spend your time and thinking realistically about time as a limited resource.
- **Arrangement:** organizing your tasks and designing a process for how you'll accomplish them. For example, perhaps you've scheduled one hour to prepare a speech. First, you select a topic. Second, you begin your research. Third, you decide on an organizational pattern (cause and effect, pro and con, etc.), and so forth. The order in which you go about your work is important, and "working out of order" can slow you down.
- **Adaptation:** monitoring how you use time and adjusting it, based on interruptions or necessary changes. If you begin to notice that your math assignments always take twice as long as you anticipated and much more time than writing an essay for your English class, adjust your schedule accordingly.

According to research, people struggle most with the first and third of these A-factors, and most of us are not particularly good at evaluating how well we're doing with our overall time management efforts.[22] So how do we improve? Read on.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 4.1

Quick Study: Eight Ways to Master Time Management

8 Ways to Master
TIME MANAGEMENT
1. Streamline
Get rid of what you don't need–in your e-mail inbox, on your to-do list, on top of your desk, and in your life. "Stuff happens," but you don't have to leave it there.
2. Plan
Start the day by planning. What's on the docket for the day? Planning first can save a boatload of time later.
Action
Team
Improvement
PLAN
Goal
Standards
Strategy
Steps
3. Prioritize
A key part of planning is prioritizing. What absolutely HAS to get done today, and which tasks will take the longest? What should you do first, second, third, etc.? It may seem easy, but sometimes we do what we like first. Then what needs to get done suffers.
Schedule
4. Slow down to speed up
Effectiveness should be your goal, rather than speed. Mistakes cost time, and doing things over isn't always an option.
Speed
Min
Max
5. Focus
Rather than going wide, go deep. You'll be surprised how much you can accomplish!
6. Stay on task
Tedium can set in when you've been working on something for a long time. Hang in there and "just do it." Leaving many things hanging is stressful.
7. Say no to procrastination
Procrastination is tempting, but don't do it! Pay now or pay later, but remember that paying later costs more in remorse or missed opportunities!
Later
8. Stay organized
Once you get organized, stay there. It's easy to let chaos slowly rear its ugly head again!

STEP 1: Select a Time Frame. This could be a semester, a quarter, or the duration of a compressed course. You may wish to use a large, desktop paper calendar or a bound week-by-week or month-by-month **planner** so that you can see larger blocks at a time. The reason to start with this step is that you can then see the big picture. A month-by-month or day-by-day cell phone calendar won't let you see a large chunk of time in detail at once. You will need to have the syllabus from each of your classes and your school's course schedule to do this step properly. The following items should be transferred onto your big-picture calendar:

planner A document or book that typically includes a calendar or blank pages to record and organize tasks, assignments, events, due dates, and schedules

- Holidays when your school is closed
- Exam and quiz dates from your syllabi
- Project or paper deadlines from your syllabi
- Relevant administrative deadlines (e.g., registration for the next term, drop dates)
- Birthdays and anniversaries to remember
- Important work commitments, such as travel
- Dates that pertain to other family members, such as days that your children's school is closed or that your spouse is out of town for a conference—anything that will impact your ability to participate in classes or study

"Take care of your minutes, and the hours will take care of themselves."

Lord Chesterfield, British statesman and diplomat (1694–1773)

STEP 2: Invest in a Planner. Although it's good to have the big picture, you must also develop an ongoing scheduling system that works for you. Using the "It's all right up here in my head" method is a surefire way to miss an important appointment, fly past the deadline for your term paper without a clue, or lose track of the time you have left to complete multiple online projects.

Although your instructor will typically provide you with a class syllabus that lists test dates and assignment deadlines, trying to juggle multiple syllabi—not to mention your personal and work commitments—is enough to freak you out. You need *one* central place for all of your important deadlines, appointments, and commitments. This central place is a planner—a calendar book with space to write in each day. Most every successful person on the planet uses some kind of planner, whether paper or electronic. Outlook calendars, Google calendars, Teams calendars, and cell phone calendars are convenient options, too.

When you go shopping for a hard-copy planner, remember that you don't have to break the bank unless you want to. Many new college students find that an ordinary paper-and-pencil daily calendar from an office supply store works best. Having a full page for each day means you can write your daily to-do list right in your planner (more on to-do lists later), and that can be a huge help. Using a digital calendar, like Google calendar or the calendar on your cell phone, can work, too. But remember that not all online calendars speak to each other unless you tell them to. For example, if you own an iPhone, you can sync up your iPhone calendar and your Outlook calendar. You may want to Google to find out how. And if you use a digital calendar, be careful about A.M. and P.M. settings. How many times have you entered an event at 2 A.M. instead of 2 P.M. and then slept through it?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Pando Hall/Photographer's Choice/Getty Images

"Nothing is so fatiguing as the eternal hanging on of an uncompleted task."

William James, American psychologist and philosopher (1842–1910)

STEP 3: Transfer Important Due Dates. The next step is to transfer important dates for the whole term from your big-picture calendar to the appropriate days in your planner. It's important to be able to see all of your due dates together to create a big picture, but it's equally important to have these dates recorded in your paper planner (or phone) because you will use it more regularly—as the final authority on your schedule.

STEP 4: Set Intermediate Deadlines. After recording the important dates for the entire academic term, look at the individual due dates for major projects or papers that are assigned. Then set intermediate stepping-stone goals that will ultimately help you accomplish your final goals. Working backward from the due date, choose and record deadlines for completing certain chunks of the work. For example, if you have a research paper due, you could set an intermediate deadline for completing all of your initial research and other deadlines for the prewriting, writing, and rewriting steps for the paper.

STEP 5: Schedule Fixed Activities for the Entire Term. Next, you'll want to schedule in all fixed activities throughout the entire term: class meeting times and reading assignments, religious services you regularly attend, club meetings, your regular work hours, and family activities. It's also a great idea to schedule brief review sessions for your classes. Of course, sometimes you'll be going directly into another class, but ten-minute segments of time before and after each class to review your notes help prepare you for surprise quizzes and improve your comprehension.

STEP 6: Check for Schedule Conflicts. Now, take a final look at your planner. Do you notice any major scheduling conflicts, such as a planned business trip smack dab in the middle of midterm exam week? Look for these conflicts now, when there's plenty of time to adjust your plans and talk with your instructor to see what you can work out.

STEP 7: Schedule Flextime. In all the scheduling of important dates, checking and double-checking, don't forget one thing. You do need personal time for eating, sleeping, exercising, and other regular activities that don't have a set time frame. Despite your planner, life will happen. If you get a toothache, you'll need to see a dentist right away. Several times each week, you can count on something coming up that will offer you a chance (or force you) to revise your schedule. The decision of how high the item ranks on your priority list rests with you, but the point is to leave some wiggle room in your schedule. One other good idea is to follow the "two-minute" rule. Do any school or work items that can be completed in two minutes right then, on the spot. Doing so will free you from nagging details as you plan for bigger items.[23]

STEP 8: Monitor Your Schedule Every Day. At this point, you've developed a working time management system. Now it's important to monitor your use

of that system on a daily basis. Each night, take three minutes to review the day's activities. How well did you stick to your schedule? Did you accomplish the tasks you set out to do? Do you need to revise your schedule for the rest of the week based on something that happened—or didn't happen—today? Look ahead to tomorrow's schedule and the rest of the week. This simple process will help you better schedule your time in the future and give you a sense of accomplishment—or of the need for more discipline—for tasks completed, hours worked, and classes attended.

How Time Flies!

Some ways in which you spend time have been decided for you to some degree. You must eat and sleep, for example. According to published informal calculations, in a lifetime, the average American will spend:

- 1.5 years in the bathroom
- 3.66 years eating
- 1.1 year cleaning
- 2 years in meetings
- 3 months in traffic
- 25 years sleeping
- 2.5 years cooking
- 9.1 years watching TV[24]

> "The bad news is time flies. The good news is you're the pilot."
>
> ***Michael Altshuler, motivational speaker***

What a waste of time! We can't do much about some of these items, but what *can* we do about other things that require decision making? Think about the issue of control in time management, and come up with examples for the following:

1. Things you think you can't control, and you can't.
2. Things you think you can't control, but you can.
3. Things you think you can control, but you can't.
4. Things you think you can control, but you don't.
5. Things you think you can control, and you can.

> "We cannot waste time. We can only waste ourselves."
>
> ***George Matthew Adams, newspaper columnist, (1878–1962)***

Perhaps you came up with something like *medical emergencies* for (1). You could have said *family or friends bothering you while you study* for (2). For (4), maybe you could control how much *time you waste online*, but you don't. And for (5), perhaps you thought of *your attention*. You're absolutely right. But what about (3)? Did anything fit there? Are there things you think you can control, but you can't? Try to think of something that would fit into (3), and then think of creative ways you really could control this situation if you tried. Have you ever thought about how much the issues of control and time management are related? When it comes to time management, it helps to focus on what you can reasonably control.[25]

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

One of the aspects of your time management system over which you do have some control is the proverbial to-do list. Although the concept of a to-do list sounds relatively simple, here are a few tricks of the trade.

Before the beginning of each school week, brainstorm all the things that you want or need to get done in the upcoming week. Using this random list of to-do items, assign a priority level next to each one. The A-B-C method is simple and easy to use:

A = must get this done; highest priority

B = very important, but not absolutely necessary to get done immediately

C = not terribly important, but should be done right away (time-sensitive)

The two factors to consider when assigning a priority level to a to-do item are *importance* and urgency, creating four time zones. Use Figure 4.2 as a guide.[26]

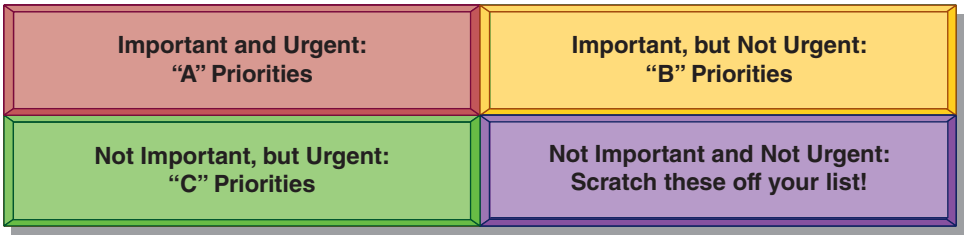
After you've assigned a time zone to each item, review your list of A and B priorities and ask yourself:

1. **Do any of the items fit best with a particular day of the week?** For example, donating blood may be a high priority task for you, yet you don't want to do it on a day when you have a sports event planned. That might leave you with two available days in the upcoming week that you can donate blood.
2. **Can any items be grouped together to make things easier?** For example, you may have three errands to run downtown on your to-do list, so grouping them together will save you from making three separate trips.
3. **Do any A and B priorities qualify as floating tasks that can be completed anytime, anywhere?** For example, perhaps you were assigned an extra-long reading assignment for one of your classes. It's both important and urgent, an A priority item. Bring your text to read while waiting at the dentist's office for your appointment, a B priority. Planning ahead can really help save time.
4. **Do any priorities need to be shifted?** As the days pass, some of your B priorities will become A priorities due to the urgency factor increasing. Or maybe an A priority will become a C priority because something changed about the task. This is normal.

Items you've marked with a C must be decided on a case-by-case basis. But don't let their urgency convince you that you should do them before you accomplish items on your A and B lists. As for those not important and not urgent to-do items, scratch them off the list right now. Life is too short to waste time on unimportant tasks. Give yourself permission to focus on what's

Figure 4.2

Time Zones



important. Because time is a limited resource, one of the best ways to guarantee a successful college experience is to use it wisely. If you don't already use these tools on a regular basis, give them a shot. What do you have to lose except time? See Exercise 4.1 for an opportunity to practice prioritizing.

Exercise 4.1 So Much to Do—So Little Time

Assume this is your to-do list for today (Monday). Assign each item one of the "time zones" described earlier: A, B, and C (and strike through any items that are not urgent and not important). Finally, renumber the items to indicate which you would do first, second, and so forth.

Start time: 9:00 A.M., Monday morning, during the second week of the fall term.

1. _____ Respond to Professor Jordan's e-mail before class tomorrow. He sent you a message saying he wants to talk to you before class about some problems with the assignment you turned in.
2. _____ Check the balance in your bank account to make sure all your bills have cleared without leaving your balance at zero.
3. _____ Call your mother to find out how grandma is doing in the hospital.
4. _____ Start figuring out how to go about your new assignment at work. Your boss seems nervous about it.
5. _____ Call or Facetime your favorite aunt. She lives overseas in a time zone seven hours ahead of yours. Today is her fiftieth birthday.
6. _____ Make a doctor's appointment for your annual physical. They're usually booked out three months or more.
7. _____ Listen to the new music you downloaded yesterday.
8. _____ Leave a note asking your partner, child, or roommate to please stop leaving messes everywhere at home. It's really aggravating.
9. _____ Read the two chapters in your history text for the in-class quiz on Wednesday.
10. _____ Watch the season premiere of a streaming TV show you've been dying to see.
11. _____ Write a rough draft of the essay due in your composition class on Thursday.
12. _____ Invite an out-of-town friend to spend the weekend.
13. _____ Return the three library books that are a week overdue.
14. _____ Call your math Teaching Assistant and leave a message asking for an appointment during her online office hours to get help with the homework due on Wednesday. Nearly everyone is confused about the assignment.
15. _____ Meet people for dinner tonight for your best friend's birthday celebration at 6 P.M.

Outline the criteria you used for making your decisions. For example, did you base your answers on personal priorities, locations (combining tasks based on where you need to be to do them), urgency/importance, or some other principle? (Note that this exercise asks you to put these tasks in order, according to whatever principles from this chapter you choose—not to figure out how to multitask and accomplish several at once!) If you choose to call your aunt (5) while writing your essay (11), chances are she'll hear the tapping of the keys and the breaks in the conversation and know exactly what you're doing. It's important to base your choices not only on what's quick or convenient, but also on how much people and priorities mean to you.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

The "P" Word. Read This Section *Now*! . . . or
Maybe Tomorrow . . . or . . .

Picture this: You sit down to work on a challenging homework assignment. After a few minutes, you think, *Man, I'm thirsty*, so you get up and get a soda. Then you sit back down to continue your work. A few minutes later, you decide that some chips would go nicely with your soda and you head to the kitchen. Again, you sit down to face the task before you, as you concentrate more on eating than on working. Ten minutes go by and a nagging thought starts taking over: *Must do laundry*. Up you go again to throw a load of clothes in the washer. Before long you're wondering where all the time went. Because you only have an hour left before class, you think, *Why bother getting started now? Doing this project will take much more time than that, so I'll just start it tomorrow*. Despite good intentions at the beginning of your work session, you've just succeeded in accomplishing zip, nada, nothing.

Shadom Ormsby/Blend Images/Getty Images

"Things which matter most should never be at the mercy of things which matter least."

Johann Wolfgang von Goethe, German writer and scholar (1749–1832)

Congratulations! You—like thousands of other college students—have just successfully procrastinated! Researchers define procrastination as "need-lessly delaying tasks to the point of experiencing subjective discomfort."[27] And according to researchers, 70 to 95 percent of college students admit to procrastinating on their assignments.[28]

You may be in the majority, but alas, in this case, there's no safety in numbers! Academic procrastination is a major threat to your ability to succeed in college. And procrastination in the working world can actually bring your job, and ultimately your career, to a screeching halt. Plenty of people try to rationalize their procrastination by claiming that they work better under pressure. However, the challenge in college is that during some weeks of the term, every class you're taking will have an assignment or test due, all at once, and if you procrastinate, you'll not only generate tremendous anxiety for yourself, but you'll lower your chances of succeeding at any of them.

Before you can control the procrastination monster in your life, it's important to understand *why* you procrastinate. Think about all the instances in which you don't procrastinate: meeting your friends for dinner, returning a phone call from a friend, ordering things online. Why are those things easy to do, but getting started on an assignment is difficult until you feel the jaws of a deadline closing down on you?[29] The reasons for procrastinating vary from person to person, but once you know your own reasons for putting things off, you'll be in a better position to address the problem from its root cause.

The next time you find yourself procrastinating, ask yourself why. Procrastination hurts your chances for success and gives you ready-made excuses if you don't succeed: "It's like running a full race with a knapsack full of bricks on your back. When you don't win, you can say it's not that you're not a good runner, it's just that you had this sack of bricks on your back."[30] In addition to understanding why you procrastinate, try these ten procrastination busters to help you kick the habit.

1. **Overcome negative emotions.** According to some experts, procrastination "is not a time-management problem; it is an emotion-management problem." Worry, stress, and fear can run roughshod over our sense of reason, leaving us with important, unfinished tasks that lead to even more anxiety. And typically, some procrastination leads to more procrastination.[31]

2. **Get tough.** Sometimes projects simply require discipline. The best way to complete a tough task is to just dig in. Become your own taskmaster; "crack the whip" and force yourself to focus on those things that are high priorities, but perhaps not your idea of fun.
3. **Keep track (of your excuses).** Write them down consistently, and soon you'll be able to recognize them for what they are. Own your responsibilities—in school and in the rest of your life.
4. **Break down.** Break your project into its smaller components. A term paper, for example, can be broken down into the following smaller parts: prospectus, thesis, research, outline, small chunks of writing, and bibliography. Completing smaller tasks along the way is much easier than facing a threatening monster of a project.
5. **Trick yourself.** When you feel like procrastinating, pick some aspect of the project that's easy and that you would have to do anyway. If the thought of an entire paper is overwhelming you, for example, work on the bibliography to start. Start with something—*anything*—that will get you into the rhythm of the work.
6. **Resolve issues.** If something's eating away at you, making it difficult to concentrate, take care of it. Sometimes you must deal with a bossy friend, your kids vying for your attention, or something equally intrusive. Then get down to work.
7. **Get real.** Set realistic goals for yourself. If you declare that you're going to finish a twelve-page paper in five hours, you're already doomed. Procrastinators are sometimes overly optimistic. They underestimate how much time something will take. Make it a habit to keep track of how long assignments take you in all your courses so that you can be increasingly realistic over time. And be specific. Instead of writing, "Finish Chapter 10" in your planner, write exactly what you need to do: "Finish reading Chapter 10, answer the discussion questions at the end, and e-mail my responses to my instructor."
8. **Capture killer B's.** You're working on Task A when Task B presents itself—perhaps it's a text or an e-mail, something that seems important at the time. Immediately capture the threatening "Killer B" (the intruding important thought) by writing it in a paper notebook that's always by your side. "Capture" it so that you can pay attention to it later and not lose the thought in the interim.[32]
9. **Make a deal with yourself.** Even if it's only spending fifteen minutes on a task that day, do it so that you can see progress.
10. **Acknowledge accomplishment.** We're not talking major shopping sprees at Neiman Marcus here. We're talking reasonable, meaningful rewards that match up with how much effort you invested. Go buy yourself a small treat, call your best friend in another state, take a relaxing soak in the bathtub, or do something to celebrate your accomplishments—big and small—along the way. Acknowledgment, from yourself or others, is a great motivator for tackling future projects.

Gaudilab/Shutterstock.com

"One look at an e-mail can rob you of fifteen minutes of focus. One call on your cell phone, one tweet, one instant message can destroy your schedule, forcing you to move meetings, or blow off really important things, like love, and friendship."

Jacqueline Leo, magazine editor and media producer

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Beyond Juggling: *Realistically* Manage Work, School, and Personal Life*

Your personal time management needs depend on who you are and how many obligations you have. Today's college students are more diverse than ever. Increasing numbers of college students are also parents, part-time employees or full-time professionals, spouses, community volunteers, soccer coaches, or Sunday school teachers. How on earth can you possibly juggle it all?

The answer? You can't. According to work–life balance expert Dawn Carlson, juggling is a knee-jerk coping mechanism—the default setting when time gets tight and it seems that nothing can be put on the back burner. If you, like millions of others, feel overworked, overcommitted, and exhausted at every turn, you may have already learned that you can't juggle your way to a balanced life. It's impossible.[33]

Now for the good news. Balance among work, school, and personal life is possible. All of us have three primary areas of our lives that should be in balance, ideally—meaningful work (including school), satisfying relationships, and a healthy lifestyle. In addition to work and relationships, we all need to take care of ourselves. See what you think of these five rebalancing strategies. The idea is you can't have it all, but you can have it better than you do now.

Alternating

If you use this strategy, your work–life balance comes in separate, concentrated doses. You may throw yourself into your career with abandon, and then cut back or quit work altogether and focus intensely on your family. You may give your job 110 percent during the week but devote Saturdays to physical fitness or to your kids or to running all the errands you've saved up during the week. Or you save Tuesdays and Thursdays for homework and go to classes Mondays, Wednesdays, and Fridays. People who use this strategy alternate between important things, and it works for them. An alternator's motto is: "I want to have it all, but just not all at once."

Outsourcing

Outsourcing, or paying someone else to do something for you, is another solution. An outsourcer's motto might be "I want to have it all, not do it all." This strategy helps you achieve work–life balance by giving someone else some of your responsibilities—usually in your personal life—to free up time for the tasks you care about most. If you have enough money, hire someone to clean the house or mow the lawn. If you don't, trade these jobs among family, friends, or neighbors who band together to help each other. Of course, there are ways this strategy could be misused by college students. Don't even think about outsourcing your research papers by having someone else write them or downloading them from the internet with a charge card! Warning: This practice will definitely be hazardous to your academic health! In fact, your college career may be over!

*Adapted from Sandholtz, K., Derr, B., Buckner, K., & Carlson, D. (2002). Beyond juggling: Rebalancing your busy life. San Francisco: Berrett-Koehler Publishing.

Bundling

Bundling is efficient because it allows you to "kill two birds with one stone." Examine your busy life and look for areas in which you can double dip, such as combining exercising with socializing. If your social life is suffering because you have too much to do, take walks with a friend so that you can talk along the way. A bundler's motto is "I want to get more mileage out of the things I do by combining activities."

Techflexing

Technology allows us to work from almost anywhere, anytime. If you now work from home several days a week for your job, you might get up early, spend some time on e-mail, go out for a run, have breakfast with your family, and then get back on your computer for a day of Zooming. In the office, you use instant messaging to stay connected to family members or a cell phone to call home while driving across town to a business meeting. Chances are you can do research online, register for classes online, and pay all your bills online, including tuition. What *can't* you do online these days? Use technology, and the flexibility it gives you, to your advantage to merge important aspects of your life.

Simplifying

People who use this strategy have decided they don't want it all. They've reached a point where they make a permanent commitment to stop the frenetic pace of their lives. The benefit of simplifying is greater freedom from details, stress, and the rat race. But there are trade-offs, of course. People may have to take a significant cut in pay in order to work fewer hours or at a less demanding job. They may decide to keep working from home, even if that means changing jobs or earning a lower salary. But for them, it's worth it.[34]

These five strategies, used separately or in combination, have helped many people who are dealing with work, school, and family commitments at the same time. They all require certain trade-offs. None of these strategies is a magic solution.

But the alternative to rebalancing is more stress, more physical and emotional exhaustion, more frustration, and much less personal satisfaction. If you focus on rebalancing your life—making conscious choices and course corrections as you go—small changes can have a big impact. Work–life balance isn't an all-or-nothing proposition. It's an ever-changing journey. So take it one step at a time.

Time Is **Money!**

It's true that "time is money." If you're so efficient with your time that you can call more customers or sell more products, then time does equal money. If your company is the first to introduce a hot new kind of cell phone or a zippy electric car, you win. Even if better models come out next year, they may fall flat because people have already invested. Both time management and money management are key to your college success. Exercise 4.2 may help you gain insight into your current money management practices.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 4.2 How Fiscally Fit Are You?

Have you ever heard the phrase "Time is money"? Before leaving the subject of time and energy management, let's look at how you manage your money. How good are you at managing your finances? Select one of the three possible responses for each statement to get a sense of how financially savvy you are.

	Always true of me	Sometimes true of me	Never true of me
1. At any given moment, I know the balance of my checking account.	_____	_____	_____
2. I use my credit card for particular types of purchases only, such as gas or food.	_____	_____	_____
3. I pay off my bills in full every month.	_____	_____	_____
4. I know the interest rate on my credit cards.	_____	_____	_____
5. I resist impulse buying and only spend when I need things.	_____	_____	_____
6. I have a budget and I follow it.	_____	_____	_____
7. I put money aside to save each month.	_____	_____	_____
8. When I get a pay raise, I increase the proportion of money I save.	_____	_____	_____
9. I keep track of my spending on a daily or weekly basis.	_____	_____	_____
10. I don't allow myself to get pressured by others into buying things I don't really need.	_____	_____	_____

Look over your responses. If you have more selections of "Never true of me" than the others, you may be able to put the information you're about to read to good use!

For example, studies show that although eight out of ten college students now work for pay, there's evidence that working too many hours at a paid job increases your chances of dropping out of college.[35] Many students find themselves working more so that they can spend more, which in turn takes time away from their studies. They may take a semester off from college to make a pile of money and then never come back. Working a moderate amount can help you polish your time management skills, as well as build a work history. It can be be a real boost to your future if what you do relates somehow to your intended career. But the real secret to financial responsibility in college is to track your habits and gain the knowledge you need to make sound financial decisions. To get a sense of your current financial practices, try completing the spending log in Exercise 4.3.

The Perils of Plastic

Credit cards—those attractive, little pieces of plastic that make spending money so convenient and so easy. Why go out of your way and make repeated trips to the ATM to get cash when you can just whip out your credit card instead? You can even customize it with a personal photo of you and your beloved Golden Retriever, Bailey, or whatever your heart desires. You can spend, spend, spend until you max out. Many students today find debit cards less tempting because

Exercise 4.3 Create a Spending Log

Take a look at this student's spending log, then complete one for yourself. Money has a way of slipping through our fingers. Choose one entire day that is representative of your spending, and use the chart that follows to keep track of how you spend money. Write down everything from seemingly small, insignificant items to major purchases, and explain why you made each purchase. Your log may look something like this student's:

TIME	ITEM	LOCATION	AMOUNT	REASON
8–9 A.M.	coffee and bagel	convenience store	$5.50	overslept!
9–10 A.M.	highlighter	office supply store	$4.25	study notes for exam
10–11 A.M.	gas fill-up	gas station	$62.75	running on fumes!
11 A.M.–12 P.M.	burger and fries	fast-food restaurant	$12.00	lunch on the run
12–1 P.M.	toiletries, etc.	drugstore	$21.00	out of stock
1–2 P.M.	energy drink	convenience store	$2.95	forgot to bring
2–3 P.M.	supplies	bookstore	$29.25	forgot to get earlier
3–7 P.M.	WORK			
7–8 P.M.	pizza	pizza place	$9.00	meet friends
8–9 P.M.	week's groceries	grocery store	$43.30	cupboard is bare!
9–10 P.M.	laundry	laundromat	$8.00	washer broken
10–11 P.M.	STUDY TIME			
11 P.M.–12 A.M.	Amazon purchases, online tickets, Prime movies, smartphone apps	internet retail websites, app store	$495.00	friend's recommendations, need games

This student has spent $693.70 today without really trying! When you analyze the expenditures, you can find patterns. This student seems to (1) forget to plan, (2) spend money continuously throughout the day, (3) spend relatively large amounts of money online, (4) be particularly vulnerable late at night, and (5) spend money grabbing food on the run. To overcome these patterns, this student must develop proactive strategies. Now create your own chart.

TIME	ITEM	LOCATION	AMOUNT	REASON
8–9 A.M.				
9–10 A.M.				
10–11 A.M.				
11 A.M. –12 P.M.				
12–1 P.M.				
1–2 P.M.				
2–3 P.M.				

(continued on next page)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 4.3 Continued

3–4 P.M.				
4–5 P.M.				
5–6 P.M.				
6–7 P.M.				
7–8 P.M.				
8–9 P.M.				
9–10 P.M.				
10–11 P.M.				
11 P.M.–12 A.M.				

What patterns do you notice about your spending? What kinds of changes will you try to make to curb any unnecessary spending?

they tap your bank account immediately and help you keep track of your spending. But if you already have a credit card or two, keep this general advice in mind.

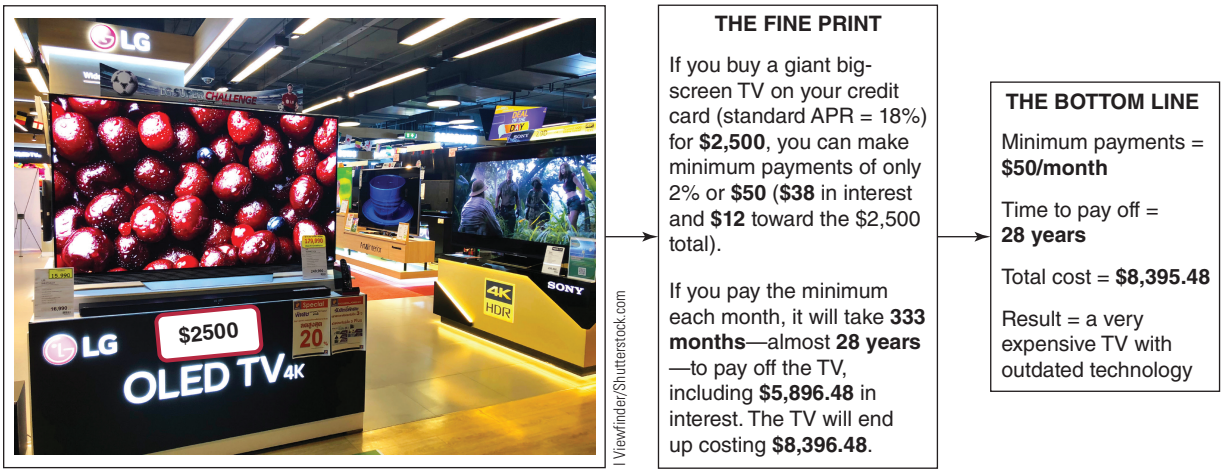
1. **Think about the difference between needs and wants.** You may think you need particular things so that your friends will like you ("Hey, let's stop for a burger"), so that you have a new item (like a new car you can't afford), or so that you look fabulous (like pricey lashes). Here's a rule of thumb: If buying something simply helps you move from acceptable to amazing, it's not an emergency. A $4 latté every day sets you back $120 a month (see Figure 4.3 for another example that might surprise you).
2. **Leave home without it.** Don't routinely take your credit card with you. Use cash and save your credit card for true emergencies or essentials, like gas and groceries. Do you really want to risk paying interest on today's ice cream cone years from now?
3. **Don't spend money you don't have.** Only charge what you can pay for each month. Just because your credit card limit is $5,000 doesn't mean you need to spend that much each month. One piece of good advice is to "live like a student while you are in school so you don't have to live like a student after you graduate."[36]
4. **Understand how credit works.** It's important to know the basics. According to one source, About 40 percent (of college students) say they currently have at least $1,000 in credit card debt and 14 percent report having more than $5,000." Thirty-eight percent don't pay off their credit card bills each month. The average interest rate is 15.91 percent. Of all the types of debt, credit card debt is one of the most expensive.[37]

"Don't tell me where your priorities are. Show me where you spend your money and I'll tell you what they are."

James W. Frick, former vice president, University of Notre Dame (1924–2014)

Figure 4.3

The True Cost of Credit Cards


LG
$2500
OLED TV4K
SONY
4K
HDR
| Viewfinder/Shutterstock.com
THE FINE PRINT
If you buy a giant big-screen TV on your credit card (standard APR = 18%) for $2,500, you can make minimum payments of only 2% or $50 ($38 in interest and $12 toward the $2,500 total).
If you pay the minimum each month, it will take 333 months—almost 28 years—to pay off the TV, including $5,896.48 in interest. The TV will end up costing $8,396.48.
THE BOTTOM LINE
Minimum payments = $50/month
Time to pay off = 28 years
Total cost = $8,395.48
Result = a very expensive TV with outdated technology

Source: Vohwinkle, J. (2021, May 22). The true cost of credit cards. *The Balance*. Retrieved from https://www. thebalance.com/the-true-cost-of-credit-cards-1289627

Here are some terms you need to know:

- **Credit reports.** Your credit history is based on (1) how many credit cards you owe money on, (2) how much money you owe, and (3) how many late payments you make. Bad grades on your credit report can make your life difficult later when you want to buy a car, rent an apartment, or purchase a home.
- **Fees.** Credit card companies charge you in three ways: (1) annual fees (a fee you must pay every year to use the card); (2) finance charges (a charge for loaning you the money you can't pay back when your bill is due); and (3) late fees (for missing a monthly payment deadline). Think about what's most important to you—no annual fee, travel rewards, cash back, or a lower interest rate—and shop around!
- **The fine print.** How can you learn more? Read your credit card contract carefully. Credit card companies must give you certain important information, which is often on their website.

3. **Track your expenses.** All kinds of tools—technology-based and otherwise—can help you discover where your money actually goes. To control your spending, use a credit card with caution or use a debit card. Remember, too, that your bank is tracking your expenses, and they'll alert you if someone is on a spending spree with the help of *your* credit card! Banks take credit card fraud very seriously, and you should, too. Try tracking your monthly expenses by filling in Exercise 4.4. Having a monthly budget that works for you can help you avoid surprising bank statements and credit card bills.
4. **If you're already in financial trouble, ask for help.** Some aspects of managing your money are complicated. If you'd like more specific information about applying for federal financial aid, see an expert's perspective in Box 4.1. Or if something else is troubling you, talk to an expert who can help you figure out what to do.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

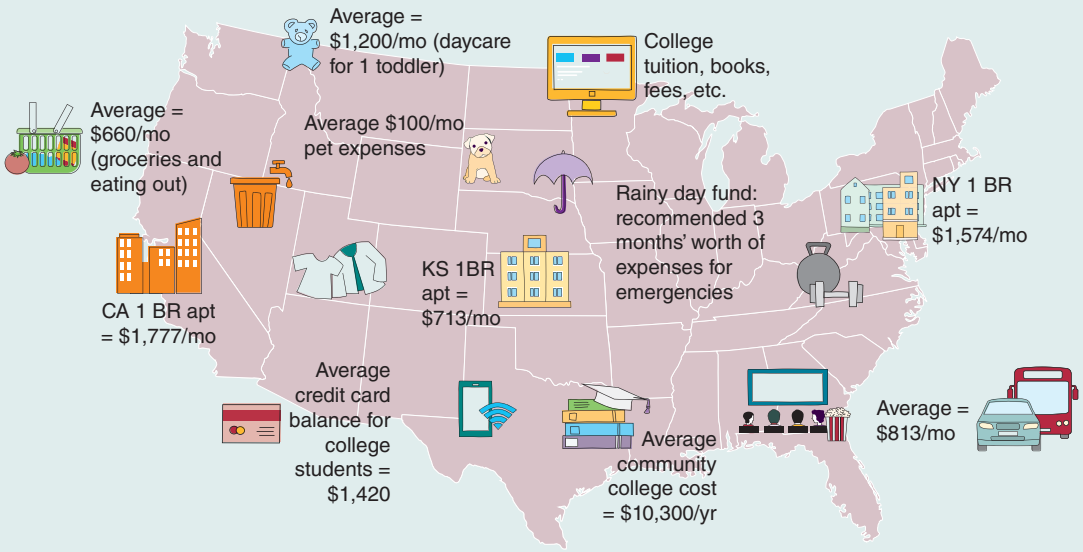
Box 4.1 Top Ten Financial Aid FAQs[38]

Financial aid. Like all good things, you have to know how it works. You can think of financial aid as complicated and time-consuming, or it can be the one thing that keeps you in school. Take a look at these questions students often ask about the mysteries of financial aid. Most students need financial help of some kind to earn a college degree. Here is some information to help you navigate your way financially.[39]

1. **Who qualifies for financial aid?** Almost everyone! You may not think you qualify for financial aid, but it's a good idea to apply anyway. You won't know until you apply, and some types of aid are based on criteria other than your income and assets.
2. **What does FAFSA stand for?** FAFSA stands for Free Application for Federal Student Aid. You apply online at https://studentaid.gov/h/apply-for-aid/fafsa, or you can get a copy of the application by calling 1-800-4-FED-AID.
3. **What types of financial aid exist?** You can receive financial aid in the form of scholarships, fellowships, loans, grants, or work-study awards. Generally, scholarships and fellowships are for students with special academic, artistic, or athletic abilities; students with interests in specialized fields; students from particular parts of the country; or students from minority groups. Typically, you don't repay them. Loans and grants come in a variety of forms and from several possible sources, either federal or state government or private organizations. Loans must be repaid, but there are many loan programs to pay down your student loans if you pursue fields such as teaching, nursing, or public service. In addition, if you qualify for a need-based work-study job on or off campus, you can earn an hourly wage to help with your educational expenses.
4. **When should I apply?** You can apply for financial aid any time after October 1 of the year before you intend to go to college, but be mindful of your school's priority filing date to ensure you meet that deadline, as grant funds are limited. The FAFSA requires tax information from the previous two years. Remember, you must be enrolled by the start of classes to receive funds.
5. **Do I have to reapply every year?** Yes. Your financial situation can change over time. Your brothers or sisters may start college while you're in school, for example, which can change your family's status. If you experience any financial or household changes from what is listed on your FAFSA, make sure you contact the financial aid office, and they will be able to help you file an appeal to take your change of circumstances into account.
6. **How can I keep my financial aid over my college years?** Assuming your financial situation remains fairly similar from year to year, you must demonstrate that you're making progress toward a degree in terms of credits and a minimum GPA. Remember that if you drop courses, your financial aid may be affected based on whether you're considered to be a full-time or part-time student.
7. **Who's responsible for paying back my loans?** You are. Others can help you, but ultimately the responsibility is yours and yours alone. If your parents forget to make a payment or don't pay a bill on time, you will be held responsible. Loan repayment begins once you are no longer enrolled at least half-time or you graduate. Most loans will have a grace period of six or nine months before you must begin repayment. You can request a forbearance or deferment if you need to postpone payments beyond your grace period.
8. **If I get an outside scholarship, should I report it to the Financial Aid office on campus?** Yes. Most of the time an additional scholarship does not change the amount of financial aid you have been awarded, but if it does, your Financial Aid office will adjust your financial aid package if necessary. Also, the rules require that scholarships must be processed through the financial aid office. In most instances when financial aid awards are adjusted, the loans a student is offered are adjusted before any grants are applied.
9. **Where can I find out more?** Your best source of information is in the Office of Financial Aid right on your own campus. Or you can get information online at studentaid.gov. Or call the Federal Student Aid Information Center at 1–800–433–3243, and ask for free copies of student guides to financial aid from the U.S. Department of Education.
10. **When it comes to money matters and college, is there "an app for that?"** Yes! Check out mint.com, goodbudget.com, nerdwallet.com, or easyenvelope.com. (But be aware of using apps that may be collecting personal information that could put you at risk. Identify theft is a reality!) The best advice is to start with your own Financial Aid Office! They have a wealth of information to share!

Exercise 4.4 Map Your Spending

Add up your average monthly spending. Refer to the informational map for ideas about average costs in common categories and note that amounts can vary by the part of the country you live in. Analyze your budget in terms of *fixed expenses* (that don't change month to month), *variable expenses* (that do change), and *miscellaneous expenses* (that come and go). Include categories beyond those identified if you think of others that are relevant. Track your budget for the duration of this course and note your results. If you don't normally budget your expenses, what does this exercise make you realize? Do some categories show overindulgence? Are some categories neglected? Is changed needed, and if so, where? Develop a plan that will work for you.[40]


Average = $1,200/mo (daycare for 1 toddler)
College tuition, books, fees, etc.
Average = $660/mo (groceries and eating out)
Average $100/mo pet expenses
Rainy day fund: recommended 3 months' worth of expenses for emergencies
NY 1 BR apt = $1,574/mo
KS 1BR apt = $713/mo
CA 1 BR apt = $1,777/mo
Average credit card balance for college students = $1,420
Average community college cost = $10,300/yr
Average = $813/mo

YOUR MONTHLY EXPENSES

Rent/Mortgage	_____
Food	_____
Childcare	_____
Pet care	_____
Utilities	_____
Transportation	_____
Community college tuition	_____
Entertainment	_____
Wi-Fi/Cell phone	_____
Fitness	_____
Clothing	_____
Credit card bill	_____
Savings	_____
Other	_____
TOTAL	_____

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Choose
Safe Stress

What stresses us? Comedy writer Jane Wagner said it well: "Reality is the major cause of stress amongst those in touch with it." We all have concerns about daily hassles, work, family, health, finances, and getting everything done. We worry about what's going on around us in the present and become anxious about what may happen in the future (an impending or predicted hypothetical catastrophe). Some of us stress less, and some people are natural catastrophizers—the other shoe is always about ready to fall. The end of the world is near, perpetually. Sometimes even ordinary tasks such as calling to book an appointment can translate into a stressful event: "Your call is very important to us. Please stay on the line and your call will be answered in the order in which it was received. You are caller number 23." You are just about to use up an hour you didn't plan to spend, putting a dent in your best time management efforts.

"My life has been full of terrible misfortunes, most of which never happened."

Attributed to Michel de Montaigne, French philosopher (1533–1593)

In some ways, however, stress is in the eye of the beholder. What's stressful to you may not be stressful to your best friend. That's because there's a difference between stressors (the actual events or circumstances) and perceived stressors (how you react to them). Some experts say stress results from being both anxious and fatigued. Anxiety spikes your energy level, but if you're in a state of exhaustion at the same time, your body interprets the cross signals as stress.[41] Short-term stress "revs up" your immune system and protects you, but long-term or chronic stress tears it down, making you more vulnerable to illness.[42]

stress a physical or mental state in which an individual feels overwhelmed by what is happening in one or more areas of their life

Although short-term **stress** can be a motivator that brings out the best in you—the stress of preparing for a competitive race or giving a presentation to coworkers—long-term stress can wear you down. Situations such as caring for an aging family member or taking care of a chronically ill child can impact your quality of life and even make you more vulnerable to illness. When you feel overwhelmed, you may default to nonproductive patterns. For example, you might think you should see a counselor on your campus to help with your anxiety issues, but you can't find the time. Or you know that letting your unconscious mind wander while taking a walk, for example, might actually lead to more creative ways to solve your problems, but doing so seems like a big time sink. Or you withdraw from the very friends and family members who could help you most because you decide that relationships take too much time. Under too much stress, you become a bit more rigid and revert to patterns you're already familiar with, even if they don't work for you, like writing reminder notes to yourself on scraps of paper and then forgetting where you put them. You write even more notes to make things better when it would be more productive to simply put all your notes in one memorable, accessible place. When you're overwhelmed, your unproductive patterns make you feel shamed and cause your anxiety to spike. A good place to start is by recognizing these nonproductive patterns so that you can change them.[43] Long-term, unmanaged stress can lead to problems with anxiety and depression.

Generally, how do you know when you're reacting adversely to stress? Pay attention if you are depressed, irritable, anxious, fearful, lethargic, if you can't sleep (or sleep too much and still feel tired), wake up frequently, experience

stomachaches, headaches, shakiness, excessive sweating, heartburn, nausea, rapid and shallow breathing, or frequent colds. Not coping well with stress can show up in your health, your relationships, your job, and your academic work. The worldwide events of 2020 were stressful for everyone. According to a recent Gallup poll about the workplace, "U.S. workers are among the most stressed in the world." Gallup reports, "Concerns over the virus, sickness, financial insecurity and racial trauma all contributed to added stress during the pandemic."[44] How stressed are you on the job? Take a look at Exercise 4.5 to see the kinds of work-related issues that could be contributing to your stress to gain a deeper understanding of these issues, your current reactions, and possible productive coping strategies you could use in the future.

> "Stress is caused by being 'here' but wanting to be 'there.'"
>
> ***Eckhart Tolle, mindfulness expert***

Employee stress on the job is real, but what about college students' stress levels? In a large-scale study of college student well-being, 44 percent of students reported stress, anxiety, and loneliness as their biggest challenges (see Figure 4.4).[45] In fact, other research reinforces the notion that stress is particularly prevalent among college students—in one study, high levels of stress were reported by eight in ten students, and 91 percent of college students reported that the world events of 2020 negatively impacted their stress and anxiety levels.[46] In one recent survey of 33,000 college students, 47 percent showed signs of depression, anxiety, or both.[47] Another study indicated that 41.2 percent of college students have had counseling at some point in the past; the demand for college counseling services has skyrocketed.[48]

Exercise 4.5 Workplace Stress Survey

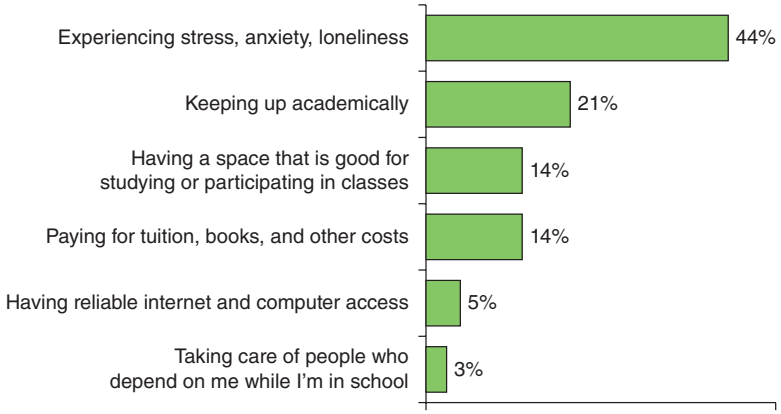
If you work for pay in addition to going to school, describe the organization for which you work. How many employees work there? What kind of work does the organization do? Describe your job. How long have you worked for this organization? What is your role? Identify the items from this list you consider to be workplace stressors in your current position. Each item includes several examples for clarification and strategies that might help you manage your stress.

1. Conditions: working from home when you would rather work in the office or vice versa, Zoom Fatigue
2. Superiors: boss(es) are demanding or micromanage
3. Coworkers: peers don't pull their share, take credit for your work, or engage in destructive behavior
4. Subordinates: people you manage are unmotivated or challenging to lead
5. Workload: too much work, too little work, not enough variety in the work
6. Pace: constant pressure, unrealistic deadlines, manager's expectations for availability 24/7
7. Communication: being kept in the dark about decisions, an overactive grapevine, gossiping about other employees
8. Role: unclear expectations, conflicting job demands
9. Lack of recognition: bosses take little interest in your input on decisions and overall contributions
10. Safety: threats, fears, harassment

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 4.4

College Student Self-Reported Challenges, Fall 2020


Experiencing stress, anxiety, loneliness
44%
Keeping up academically
21%
Having a space that is good for studying or participating in classes
14%
Paying for tuition, books, and other costs
14%
Having reliable internet and computer access
5%
Taking care of people who depend on me while I'm in school
3%

Source: Anderson, G. (2020, October 15). A generation defined by the pandemic. *Insider Higher Ed*. Retrieved from https://www.insidehighered.com/news/2020/10/15/students-continue-be-stressed-about-college-their-futures

What is the specific impact of stress on college success? "What science knows about stress and learning is this: there is a tipping point where normal stress, an inevitable part of the human condition, transforms from ally to enemy....In brain science this concept is called the 'allostatic load,' or the point at which stress becomes toxic. The portions of the brain that are responsible for memory, planning, organization, and learning begin to fail."[49]

Managing time, money, and stress are related challenges. If time management eludes you, it's not a character flaw. Think of it as being caught in a vicious cycle of stress. If you've racked up a shocking amount of credit card debt because you weren't monitoring your spending, your stress surges. You can learn to manage time and money more productively; those are things you can work on. However, learning to manage your stress overall can lead to improvements in your ability to focus, plan, and prioritize in your academic work. An inability to manage stress, on the other hand, can contribute to anxiety and depression.

You needn't continue to struggle with unmanageable stress when help is available close by. Until then, try these key suggestions, as well as those depicted in Figure 4.5. Take action to change things.

1. **Change the situation.** If you're sharing an apartment with an impossible roommate who stays up all night making a racket while you're trying to get some decent shuteye, consider moving. Do what you can to take control of the situation that's generating the stress.
2. **Change your reaction.** If you can't change the situation, try to change the way you react to it. Rather than letting the anxiety continue to build up, bunk with a friend and get the sleep you need until the situation is resolved.
3. **Keep up.** Keep up with your academic work in all your classes. Letting assignments slip in even one class is a guaranteed stress inducer.
4. **Improve your problem-solving skills.** If you can figure out what to do about what's stressing you, and you have confidence in your problem-solving skills, you'll be better off.[50] Take a class in problem solving or read up on increasing your skills on your own.

Figure 4.5

Eight Ways to Get Your Arms around Stress

1
Avoid DOOMSURFING
Scanning for bad news causes stress to skyrocket.
2
Practice GRATITUDE
Scanning for good things happening in your life brings comfort and joy.
3
Keep Your PERSPECTIVE
Be realistic about the big picture.
4
CONNECT with friends and family
Let your support group surround you.
5
Turn it OFF
If you don't need a device, shut it down or put it out of reach. Don't let technology rule you.
6
COUNT to 10
Breathe, leave it alone for a while, think it through before reacting.
7
Choose WELLNESS
Make wise choices about your health.
8
INDULGE yourself occasionally
Take a bubble bath, go for a walk in the park, call a far-away friend.
8 WAYS TO GET YOUR ARMS AROUND STRESS
Kudryashka/Shutterstock.com

5. **Reframe your stress.** Try to see stress as a challenge rather than a threat. Running short of cash may be an opportunity for you and your partner to put your heads together. As hard as it may seem, you may look back and see that being laid off may have led to a career opportunity you never would have predicted. Or try flipping the doomsday-like "what if" questions. Instead of thinking, "What if they hate my ideas?" ask yourself, "What if they love my ideas?" Stop listening to your inner critic and being so hard on yourself. Baby steps represent success, too.[51] The truth is: Your brain works much better at "positive," than it does at "neutral" or "negative."[52]
6. **Work with an expert.** If none of these techniques help, you may benefit from working with a physician or a counselor on campus. Stress has the potential to adversely affect your college experience. Research shows a relationship between stress, low self-esteem, poor health habits, and reduced perceptions of health status, all of which can affect your success in college.[53]

Anxiety

For some students, **anxiety** skyrockets out of control, and some develop full-fledged anxiety disorders. Anxiety disorders are real, common, often linked to depression, and treatable. They include:

- **Generalized Anxiety Disorder (GAD):** six months or more of extreme worry about things that aren't true immediate concerns, like health, loved ones, money, or jobs—or a generalized anxiety about everything.
- **Obsessive-Compulsive Disorder (OCD):** uncontrollable urges to perform repeated actions (like hand washing); making yourself follow specific,

anxiety a feeling of uneasiness, fear, or pain in relation to something that might happen; symptoms may include prolonged doubt, fear, sweating, increased heart rate, trouble sleeping, and difficulty breathing

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

unrealistic rules (like forcing yourself to always do X before you do Y and Z) and becoming upset when you can't; and checking and rechecking something over and over even though you've already made sure.

- **Panic Disorder:** an attack in which your heart pounds, your chest hurts, you tremble, sweat, feel out of breath, and are overcome by dread; the attacks occur out of the blue, repeatedly, and without a recognizable physical cause.
- **Phobias:** deep fears that are irrational yet guide your behavior. Everyone has certain fears, but phobias are extreme. Some people have phobias related to heights (acrophobia) or confined spaces (claustrophobia), for example, and these fears are debilitating.

Help is available on your campus at the Counseling Center or Student Health Center. Check these online sources for further information, too:[54]

- **Mental Health America:** https://mhanational.org
- **The American Institute of Stress:** https://www.stress.org/
- **National Institute of Mental Health:** www.nimh.nih.gov
- **Anxiety and Depression Association of America:** https://adaa.org/understanding-anxiety/generalized-anxiety-disorder-gad/resources
- **Science Daily/Stress News:** https://www.sciencedaily.com/news/mind_brain/stress/
- **Centers for Disease Control and Prevention (mental health):** https://www.cdc.gov/mentalhealth/index.htm

Depression

Your psychological makeup may also be a key factor in developing some mental health problems. Some of us are highly sensitive, pessimistic, or have low self-esteem. These characteristics may make us more vulnerable to mental illness such as depression. Some students feel more down than up; for them, depression can become a serious health issue. They may feel isolated, even among so many hundreds of other students, and feelings of social isolation can be even more extreme when classes are remote. It's challenging to form relationships with instructors or classmates online.

Clinical depression is a serious problem. It isn't a passing mood, and you can't simply pull yourself together and get over it. According to the National Institute of Mental Health (NIMH), approximately 18.5 percent of American adults show symptoms of depression.[55] And research shows that college students with particular types of depression are twice as likely to drop out of school as their classmates.[56] But depression can be treated, and 80 percent of those who receive treatment say it helped.[57]

Read the accounts from these college students to see if they sound like statements you've heard recently from anyone you know.

- Carmen: "I can't stop crying lately. I don't know what's wrong with me, but I feel empty and sad all the time, and no one seems to understand."
- Terrell: "I sleep all weekend, every weekend, and I'm still tired. I have trouble concentrating on my schoolwork, and nothing is as much fun as it used to be. Why can't I just buckle down and get on with it?"

- Xavier: "I'd like to come out about being gay, but some of my buddies are always making jokes about homosexuals, so I've kept my mouth shut. Sometimes the stress is overwhelming, and I'm feeling pretty hopeless."

Are these students depressed? How would you know? The symptoms of major depression include:

- Sadness, anxiety, or feelings of emptiness
- Low energy and fatigue
- Loss of interest in enjoyable activities
- Changes in sleep patterns (insomnia, early waking, oversleeping)
- Appetite and weight changes (loss or gain)
- Feeling worthless or guilty or hopeless
- Suicidal thoughts (or attempts)
- Trouble concentrating, remembering, or making decisions
- Excessive crying or irritability
- Aches and pains that come and go without explanation[58]

If five or more of these symptoms last for several weeks without letting up, and they interfere with your normal functioning, visit your campus counseling center to find out if depression is your problem. But depression is only one type of mood disorder. Bipolar disorder can be confusing because periods of deep, dark depression alternate with periods of excitability, racing thoughts, and distractibility. Just when you decide depression may be your problem, you enter a hyperactive period in which you can't sleep for days. If you suspect a mental health problem, and if you don't have the energy or courage to visit your campus counseling center alone, ask your best friend to go with you. Medication and counseling can help. For example, drugs such as Zoloft, Paxil, or Lexapro help many people who suffer from depression, and lithium carbonate helps sufferers of bipolar disorder. Left untreated, depression can push people to the edge.

The long list of public figures—historical and contemporary—who have suffered from depression might surprise you.[59] Abraham Lincoln (1809–1865) suffered from "melancholy" much of his life, and after he broke off his engagement to Mary Todd in 1841, his friends feared he would commit suicide and watched him around the clock. Eventually, he harnessed his depression by pouring all his energies into his political career. Marilyn Monroe (1926–1962), actress and "silver screen siren," couldn't beat depression and overdosed, it's believed, on barbiturates. She was under the constant care of a psychiatrist, even during the height of her career. Greg Louganis (b. 1960), winner of five Olympic medals and perhaps the best diver in history, had attempted suicide three times by the time he was eighteen. Louganis experienced severe inner turmoil about being gay, and he learned in 1987 that he was HIV-positive. He now speaks across the country about his life experiences as a role model for young people. Today many modern-day celebrities are open about their battles with depression—Dwayne Johnson, Lady Gaga, and Katy Perry, for example.[60] Historically, effective medications weren't available, and often people chose to suffer in silence. Today, depression is often out in the open. Public awareness is the goal, and getting help is the path to wellness.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Curiosity: Strategize to Stress Less

It's a curious thing. Most of us live our daily lives chasing cows—not literally, of course, but figuratively. If we let it, this all-consuming process can eat up all our time and escalate our stress. It can be hard to break the pattern, hit pause, and build a fence so that, eventually, we can stop chasing cows. If this metaphor speaks to you, consider the following five suggestions about keeping the stress in your life in check, not only for the present—but for your future career. Building fences can give you more control by developing strategies that work for you to counter a sense of wandering aimlessly. But you must build in time to do it intentionally, and that's what's hard.

1. **Nibble more.** Often, we create goals that are so lofty, vague, expansive (and threatening) that we end up avoiding them. How will we ever know if we reach them, anyway? You think, tonight I'll finish all my homework for the week. Or this afternoon, I'll learn everything there is to learn about the new software platform at work. This month, I'll only spend money on absolute necessities. Failing to reach unreachable goals can make us feel like failures. Instead, break down one big goal into bite-sized goals that you can actually accomplish in a few spare minutes between other pressing events. Doing so will help you avoid the procrastination that results from rationalizing, "I can't possibly finish this now, so I'll just wait until I have more time." When might that be?
2. **For any given task, allow yourself way more time than is probably necessary.** Let's be honest: it's easy to underestimate how long a particular task will take. *I can knock off this persuasive essay in thirty minutes and then move on to my psychology reading,* you think, when in fact, writing an essay from scratch will take far more time. That's why it's important to build in overages as a regular practice when you're organizing your time. Doing so helps rein in stress.
3. **Anticipate anxiety and strategize about how you'll deal with it.** Pay attention to approaching periods of time that you know will be stressful for you (the anniversary of a pet's death, moving, or starting a new job, for example) and generate strategies in advance to help you cope. Any time there's a red flag ahead or a challenging new task waiting for you, it's normal for it to generate anxiety. Positive self-talk and self-compassion could be important here; so could having a growth mindset. *I'm sure I can do it if I slow down and focus. I'll devote the hour between class and work to this specific challenge*.
4. **Don't sweat the small stuff.** A classic self-help book is entitled, *Don't Sweat the Small Stuff… and It's All Small Stuff: Simple Ways to Keep the Little Things from Taking Over Your Life*. Sometimes we fret over decisions that really don't matter much in the long run. A simple solution will suffice. How many pairs of shoes do you really need to try on in how many stores? Instead, choose between the best-fitting two pairs at the outset and call it a day. It's just a pair of shoes, after all. Steve Jobs wore the same outfit every day so that he didn't have to make tiresome decisions about what to wear. Or think about how many of your small obligations are self-imposed: "I'll pick up pizza on the way home" or "Why don't I make the copies for everyone?" These offers may be nice gestures, but they can pile up and become overwhelming. Not sweating the small stuff means you'll have more emotional energy to spend on the big stuff, which is much more important in the long run.
5. **Monitor your time, your accomplishments, and yourself.** Knowing your nonproductive patterns helps you learn to outsmart yourself. If you know you often forget to charge your cell phone overnight, keep a charger in your car's glove box. If you tend to lose your car in parking lots, develop a failsafe system to help you remember: say the location aloud, write it down in a memorable place, or anchor the whereabouts to something familiar to you. Ask Siri or Alexa (or some other human personal assistant) to help you organize your life. Witnessing your progress is motivational. Or consider this possibility: instead of a to-do list, create a "done list," so that you feel the satisfaction of accumulating checkmarks, rather than a simple to-do list that looks long and foreboding. Turn off Wi-Fi over your lunch break and focus on one thing. Instead of running from one task to the next, build in what one former CEO calls SMORs or "Small Moments of Reflection." Finding new ways to make your life simpler so that you can actually enjoy it can be a very worthwhile endeavor.[61]

"In modern life, it's easy to fall into the trap of being 'too busy chasing cows to build a fence.'"

***Alice Boyes, Ph.D., author of* The Healthy Mind Toolkit *and* The Anxiety Toolkit**

Building a fence requires a substantial time commitment, but devoting the energy required actually expands your time in the end. Chasing cows, on the other hand, is exhausting. Author Steven Covey once wrote, "Most of us spend too much time on what is urgent and not enough time on what is important." Strategies like these can help you do a better job of figuring out what's really important to you and doing it. The result of developing your own repertoire of productive strategies could very well be less stress.

Insight: *Now* What Do You Think?

At the beginning of this chapter, Derek Johnson, a frustrated and disgruntled student, faced a challenge. Now after reading this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Derek's case study. What are some of the possible outcomes for Derek?

Action: Your Plans for Change

1. What's the most important thing you learned in reading this chapter?
2. How will you apply the information you've learned to yourself to improve your time, money, and stress management?

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you, and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. This chapter discusses topics such as time management, attention management, and stress management. How are they different, and what do they have in common?
2. What is the A-B-C method for prioritizing tasks? What does each letter represent, and how is the system used?
3. How does the relationship between time, money, and stress work for you?
4. What percentage of college students don't pay off their monthly credit card bills?
5. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete it (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you read?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Thinking Critically and Creatively | 5

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to thinking critically and creatively in your college classes, what do you find most challenging, if anything? Put check marks by the phrase(s) that apply to you or write in your answer.
   - ☐ Understanding what critical thinking is
   - ☐ Preferring to just Google quick answers
   - ☐ Solving problems
   - ☐ Making decisions
   - ☐ Seeing myself as a creative thinker
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll try to learn more about critical and creative thinking.
   - ☐ I'll wait and see how much of this chapter I understand.
   - ☐ I'll actively look for ways to improve my own critical and creative thinking.
   - ☐ Eventually, I'll just figure it out.
3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ How critical thinking and creative thinking are defined
   - ☐ How a four-part model of critical thinking works
   - ☐ How to analyze arguments, assess assumptions, and consider claims
   - ☐ How to avoid mistakes in reasoning
   - ☐ How to become a better critical thinker
   - ☐ How to become a more creative thinker

YOUR READINESS FACTOR

1. How motivated are you to learn more about critical and creative thinking in college? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Bgstock72/Shutterstock.com

Focus
Challenge Case

Desiree Moore

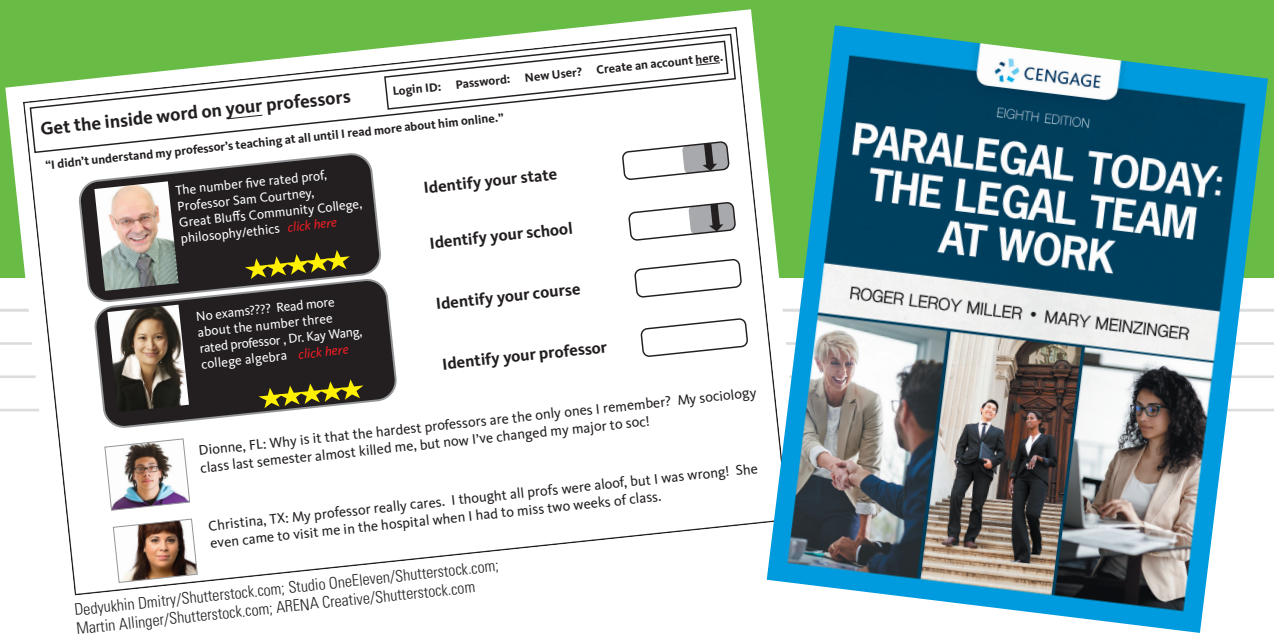
Simply put: Desiree Moore was a perfectionist. Her friends said she was "detail oriented." Her family said she was compulsive. Truthfully, though, she hadn't been all that successful in high school; her assignments were always turned in late, if at all, because they were never "finished." She'd always ask her teachers how long a paper should be and what topic she should write about. She wanted to get things right. Her teachers always advised her to stop "tweaking": "You spend so much time revising your assignments that nothing ever gets done." But she found it hard to take their advice.

High school had been so stressful that when she graduated, she took the first job that came along, as a receptionist for a small law firm. When the two lawyers announced they were going to retire, she started to job hunt immediately. She found another job as a telemarketer, which didn't pay much, but at least the money helped her keep her gym membership. Along with her other obsessions, Desiree was a total fitness enthusiast.

But being hung up on all day wasn't all that much fun, so eventually she quit. She tried waiting tables and cleaning houses, but those jobs didn't hold much appeal either. Before she knew it, several years had gone by, and Desiree realized she didn't have much to show for it. She needed more specialized skills in order to get a better job. When she thought back over all the jobs she'd had since high school, she realized that working with the two lawyers had been her favorite. So, Desiree decided to become a paralegal by earning a two-year degree at the big community college in town. She would be the first person in her family to go to college! It was a pretty good career field, she read online, and she could investigate legal cases, draft documents, and do research working alongside an attorney.

Her first semester consisted of two night classes: "Introduction to Paralegal Careers" and "Paralegal Ethics." But "Paralegal Ethics" was a very challenging course. The instructor, Mr. Courtney, a retired lawyer himself, had announced on the first day of class that he believed in the Socratic method of teaching, by asking questions of students instead of lecturing. "Socrates, perhaps the greatest philosopher of all time," he announced the first day," is the 'father' of critical thinking. In this class, you'll learn to think critically. *Learning to think* is what college is all about." Mr. Courtney began every class session with a hypothetical story. His openings went something like this:

> An attorney has just finished law school and opens a law office. He hires a legal assistant, just out of college. He is eager to begin his new career, but he is also nervous because he's starting from scratch.
>
> The lawyer's specialty is civil law, and several weeks go by before the phone even rings. His first potential client wants to sue his next-door


Get the inside word on your professors
Login ID: Password: New User? Create an account here.
"I didn't understand my professor's teaching at all until I read more about him online."
The number five rated prof, Professor Sam Courtney, Great Bluffs Community College, philosophy/ethics click here
No exams???? Read more about the number three rated professor , Dr. Kay Wang, college algebra click here
Identify your state
Identify your school
Identify your course
Identify your professor
Dionne, FL: Why is it that the hardest professors are the only ones I remember? My sociology class last semester almost killed me, but now I've changed my major to soc!
Christina, TX: My professor really cares. I thought all profs were aloof, but I was wrong! She even came to visit me in the hospital when I had to miss two weeks of class.
CENGAGE
EIGHTH EDITION
PARALEGAL TODAY: THE LEGAL TEAM AT WORK
ROGER LEROY MILLER • MARY MEINZINGER
Dedyukhin Dmitry/Shutterstock.com; Studio OneEleven/Shutterstock.com; Martin Allinger/Shutterstock.com; ARENA Creative/Shutterstock.com

neighbor for keeping old cars, junk, and trash in his front yard. When he's asked the neighbor nicely to clean up his property, the neighbor has refused in threatening tones. The teenage sons who live in the home have ties to local gangs, and other neighbors are afraid. They suspect the teenage boys of a series of unsolved robberies in the neighborhood. The neighborhood is getting a bad reputation, and home values in the area have fallen dramatically.

The lawyer, who desperately needs the work, decides to take the case. However, when the client fills out the contract, his legal assistant notices that the client's zip code is the same as her boss's. In fact, she recognizes the street name as one that's in the subdivision where the lawyer himself lives. Is this a problem? Would you say the lawyer has a "conflict of interest"? What should our legal assistant do?

One student responded with, "Yes, the lawyer lives in the same neighborhood as his client. He doesn't want his own property value to fall. According to our textbook, that's a conflict of interest." Another student said, "But the legal assistant should keep quiet and just do her job. She needs a paycheck. She shouldn't tell her boss what to do. It's none of her business." Mr. Courtney continued, "But what if the new client discovers that he and his lawyer live in the same neighborhood? Could this damage the lawyer's legal career? What would *you* do if the legal assistant were you?" Mr. Courtney's questions seemed endless. Desiree's best friend suggested that she look up his ratings online, but when she did, she found that students wrote about how much they had learned from him.

"What's important in college is thinking through problems," he said. "There aren't always clear right and wrong answers. The process of learning to think can be just as important as the answer itself."

Frankly, that explanation didn't sit well with Desiree. *If there aren't right answers, why go to college? The instructor knows the right answers. Why doesn't he just tell us?* Perfectionists like Desiree were always most comfortable when things were straightforward. Without fail, she always left Mr. Courtney's class with a headache from thinking so hard.

Reaction: What Do *You* Think?

1. Why does Desiree's instructor say that "learning to think is what college is all about"? What does he mean, and do you agree?
2. Do you agree with Mr. Courtney's statement that "there aren't always right answers"? If that's true, why is getting a college education so important?
3. Identify three things Desiree should do to get the most from Mr. Courtney's class.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Start with *Why?*

3.5 Minute Read

Why learn more about critical thinking? Quite possibly, your ability to think critically might land you a good job. Critical thinking skills are something today's employers want desperately in new hires; however, they worry that college graduates don't really have them. In one recent study by PayScale and Future Workplace, 87 percent of college graduates reported they're ready to "hit the ground running" in the workplace, but only 50 percent of employers agree.[1] Underdeveloped critical thinking and problem-solving skills top employers' lists of concerns. A study of 82 million job ad postings indicates that soft skills (such as critical thinking) are requested by employers nearly four times as often as hard skills (such as technical skills).[1]

Critical thinking skills help you get a job and succeed at it. Employers want to know: Can you observe situations carefully and identify problems? Are you curious enough to ask the right questions? Can you analyze a situation and synthesize or sort through information to find a good solution? Can you weigh all the options and make the best decision? Can you communicate your decision to others effectively?[2] Being able to do these things and do them well will be increasingly important in the future. Figure 5.1 shows how employers see the need for specific skills changing over time. Critical thinking tops the chart.

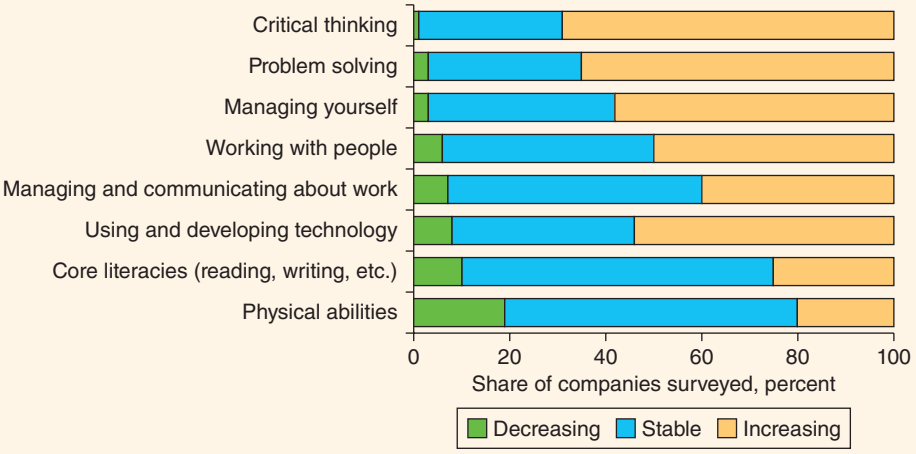
Your ability to think critically impacts the quality of your decision making, and critical thinking failures lead to big-time mistakes on the job. For example, in the 2018 famous Boeing 737 Max disaster, initial investigators wrongfully attributed the crash to a malfunctioning sensor rather than a flawed new software system—the same system that caused a second crash a few months later. Research on new businesses indicates that four in ten start-ups fail because they are trying to meet a need that doesn't exist. They assume the marketplace needed their new product or service and forge ahead before investigating thoroughly how much customers want what they have to offer. COVID-19 vaccine developers focused almost exclusively on production volume at first, ignoring the fact that staffing was a huge factor, too. Early on, having sufficient vaccine but not enough healthcare workers to administer shots was a problem.[3]

Critical thinking skills are in high demand no matter what the type of career you'll be entering, partly because we live in frantic technology-driven times, experts say. "People do not spend enough time thinking through issues. Critical thinking is left by the wayside."[4] True critical thinkers know how to read between the lines, dig deeper, show skepticism when appropriate, and come prepared.[5] But here's one sticky issue: Employers themselves aren't quite sure how to define critical thinking. Or let's say this: There are many different ways employers define it. Is it "forming your own opinion from a variety of different sources"? Is it "thinking about your thinking, while you're thinking, in order to improve your thinking"? However it's defined, employers "know it when they see it," and they know how to test job candidates' critical thinking skills during interviews.[6] One way interviewers test for critical thinking skills is by asking problem-solving questions ("How would you handle conflict on your team?") or even "off-the-wall" questions, like "How many pieces of

Figure 5.1

The Shifting Importance of Employee Skills

What do employers say about the future of work? Some skills will become more important, some will stay the same, and some will become less important.



pizza are eaten in the United States every year?" Trick questions don't have specific answers; they're off the wall. But the interviewer wants to see (a) whether you get rattled and (b) how you think. The best way to answer an off-the-wall question would be to say, "We'll let's see. I eat pizza about once a week, and I usually have three pieces. That's roughly a dozen pieces of pizza a month—times twelve months in a year for one person. Now, multiply that figure by the population of the United States, ages four and up." The question is silly, but the interviewer can see by your answer that you go about solving problems logically.

So just how important are critical thinking skills to employers? Mark Cuban, the billionaire investor of *Shark Tank* fame, takes the claim even further. A few years ago, he predicted that technology will eventually "outsmart" itself, and that tech jobs will be replaced by computers and robots. What will be left? If not now, then soon, he says, tech skills will take a back seat to good, old-fashioned "soft skills," like communication, teamwork, and critical thinking. "Cuban believes that employers will soon be on the hunt for candidates who excel at creative and critical thinking."[7] The future that Cuban describes is now! The more critical thinking skills you can show during a job interview, the more highly you'll be rated as a candidate. And the better your critical thinking skills on the job, the more successful you will be.

Thinking is a natural, ongoing, everyday process we all engage in. In fact, we can't really turn it off, even if we try. We're always on. Everyone thinks all the time. We talk to ourselves in our heads. However, some experts say school teaches us how to just regurgitate what we've memorized, not how to think. Learning to think is what counts, and *focused thinking*—thinking critically and creatively—is what this chapter is about.

Focused thinking is like a two-sided coin. Sometimes when you think, you *produce* ideas. That's what this chapter calls *creative thinking*, and that's something we'll deal with later. The other side of thinking requires you to *evaluate* ideas—your own or someone else's. That's *critical thinking*. The word *critical* comes from the Greek word for *critic* (*kritikos*), meaning "to question or analyze." You focus on something, sort through the information, and decide which ideas are most sensible, logical, or useful. When you're thinking critically, you're asking questions, analyzing arguments, assessing assumptions, considering claims, avoiding mistakes in reasoning, problem solving, decision making, and all the while, thinking about your thinking.

Max4e Photo/Shutterstock.com

"'Knowledge is power.' Rather, knowledge is happiness. To have knowledge, deep broad knowledge, is to know truth from false and lofty things from low."

Helen Keller, American author, activist, and lecturer (1880–1968)

What Is Critical Thinking?

Critical thinking is a particular kind of focused thinking. It is purposeful, reasoned, and goal-directed. It's thinking that aims to solve problems, calculate likelihood, weigh evidence, and make decisions.[8] In that sense, movie critics are critical thinkers because they look at a variety of standards (screenplay, acting, production quality, costumes, and so forth) and then decide how a movie measures up. When you're thinking critically, you're not just being critical. You're on the lookout for both faults and strengths. You're looking at how things measure up.[9]

critical thinking an in-depth analysis of a subject or problem in order to come to logical conclusions about what to believe, do, and decide

Critical thinkers develop standards they can use to judge advertisements, political speeches, sales pitches, movies—you name it.[10] Critical thinking is

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"What we need is not the will to believe, but the will to find out."

Bertrand Russell, British philosopher, logician, and mathematician (1872–1970)

not jumping to conclusions; buying arguments lock, stock, and barrel; accepting controversial ideas no matter what; or ignoring the facts.

Unfortunately, some people are noncritical thinkers. They may be biased or closed-minded. Other people are *selective* critical thinkers. When it comes to one particular subject, they shut down their minds. They can't explain their views, they're emotional about them, and they refuse to acknowledge any other position. Why do they believe these things? Only if they understand the *why,* can they explain their views to someone else or defend them under fire. The importance of *why* can't be overstated. Some people, of course, have already thought through their beliefs, and they understand their positions and the reasons for them very well. Arriving at that point is the goal of anyone who wants to become a better critical thinker.

A Four-Part Model of Critical Thinking

Now that we've defined critical thinking, let's ask an important related question: How do you do it? We'll look at the four primary components of critical thinking, and later in this chapter, we'll use a realistic news story, one that could take place near any community college campus, to allow you to apply what you've learned through a memorable example.

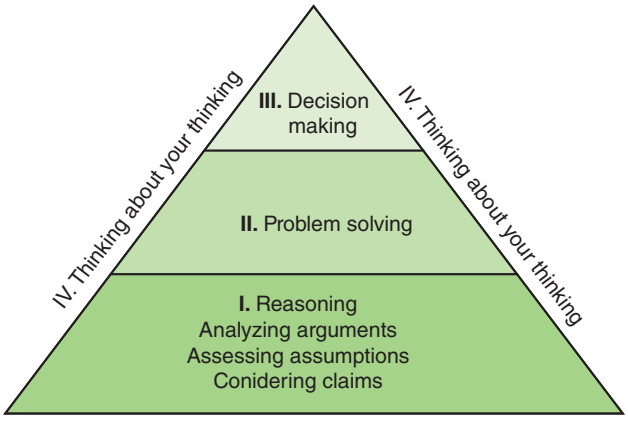
Take a look at Figure 5.2 to preview the four-part model of critical thinking. You'll see right away that your reasoning skills underlie everything. They are the foundation upon which your problem-solving and decision-making skills rest, and your metacognitive skills, or thinking about your thinking, surround all the focused thinking you do.

I. Reasoning: The Foundation of Critical Thinking

Reasoning, the foundation of critical thinking, is the ability to reach a conclusion from one or more arguments. A strong argument is convincing because it

Figure 5.2

Critical Thinking Is Focused



IV. Thinking about your thinking

offers **evidence** to back up its claim. If no one would disagree with what you're saying, it's not an argument. It's obvious. "Grass is green" is not an argument. But "Grass-fed cows are better for the environment" is (if supporting evidence is provided). Do you see the difference?

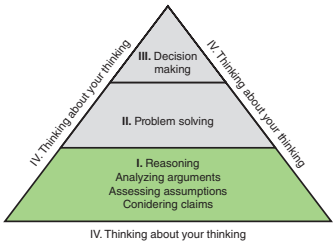
evidence reasons why something is true, based on statistics, expert testimony, or examples

Think about your reasoning skills. How good are you at creating a sound argument? Let's say that you're trying to convince your friends that their cell phone conversation is making it difficult for you to study for a major exam. What evidence would you use to convince them? What's the likelihood of your success? Or how about this: How good are you at evaluating someone else's argument? For example, you're trying to decide whether an online discount is really a good deal. Would you take the advertiser's word for it, or would you compare prices on your own?

Throughout the rest of this chapter, ask yourself: Are there ways I can improve my reasoning skills? As you think about your own skills, consider these reasoning nuts and bolts that are essential parts of creating and evaluating arguments.

Analyzing Arguments

Have you ever seen the *Monty Python Flying Circus* "Argument Clinic" sketch? In this bizarre skit a man comes to an "argument clinic" to buy an argument. The two arguers—"professional" and customer—engage in a long, "yes, it is"/"no, it isn't" squabble.



Critical thinking is about arguments. But most of us think of an argument as a back-and-forth disagreement. In the middle of the "Argument Clinic" sketch, however, the customer actually makes an important point. He says that they're not really arguing; they're just contradicting each other. He continues, "An argument is a connected series of statements intended to establish a **proposition**." That's the kind of argument that's related to critical thinking.

proposition a point

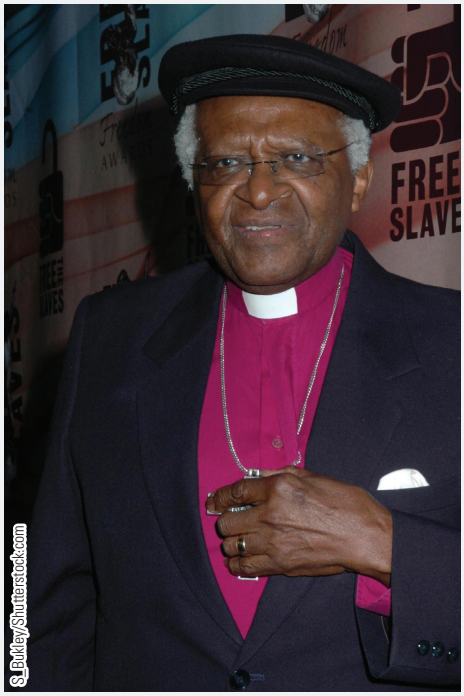
Critical thinking is about an argument that *one* person puts forth, not a squabble between two people. An op-ed piece in the newspaper contains an argument. (Op-ed stands for the page "opposite the editorial page" that features signed articles expressing personal viewpoints.) Both attorneys—prosecution and defense—put forth their closing arguments at the end of a trial.

Arguments are said to be inductive or deductive. *Inductive* arguments go from specific observations to general conclusions. In criminal trials, the prosecution puts together individual pieces of evidence to prove that the defendant is guilty: eyewitnesses put him at the scene, the gun store salesman remembers selling him a pistol, and his fingerprints are on the weapon. Therefore, the prosecutor argues that the defendant is guilty. Other arguments are said to be *deductive*, meaning they go from broad generalizations to specific conclusions: all serial killers have a particular psychological profile. The defendant has this psychological profile. Therefore, the defendant is the killer.

> "Few people think more than two or three times a year. I have made an international reputation for myself by thinking once or twice a week."
>
> ***George Bernard Shaw, Irish literary critic, playwright, essayist, and the winner of the 1925 Nobel Prize for Literature (1856–1950)***

What do arguments do? They propose a line of reasoning. They try to persuade. Arguments contain clear reasons to believe someone or something. Arguments say A plus B equals C. Once you understand what an argument is, you must also understand that arguments can be sound or unsound. If I tell you that two plus two equals four, chances are good that you'll believe me. If, on the other hand, I tell you two plus two equals five, you'll flatly deny it. If I say "Cats have fur. Dogs have fur. Therefore dogs are cats," you'll tell me I'm being ridiculous—because that's an unsound argument.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.



"My father used to say 'Don't raise your voice, improve your argument.'"

Desmond Tutu, South African Anglican theologian, known for his work as an anti-apartheid and human rights activist (1931–2021)

The standard we use to test the soundness of arguments is logic, which is a fairly extensive topic. Let's just say for our purposes here that arguments are sound when the evidence for them is reasonable, more reasonable than the evidence against them. The important point is that a sound argument provides at least one good reason to believe. Let's look at an example:

> *I don't see why all students have to take an introductory writing course. It's a free country. Students shouldn't have to take courses they don't want to take.*

Based on our definition, is this example an argument? Why or why not? Is the statement "It's a free country" relevant? What does living in a free country have to do with courses that community college students are required to take? Nothing. *Relevancy* is a condition needed for a sound argument.

Now look at this example:

> *I don't see why all first-year students have to take an introductory writing course. Many students have developed good writing skills in high school, and their entrance test scores are high.*

Is this second example an argument? Why or why not? The first example doesn't give you a good reason to believe the argument; the second example does. A true argument must contain at least one reason for you to believe it.

Here's another warning. Not everything that sounds like an argument is one. Look at this example:

> *Everyone taking Math 100 failed the test last Friday. I took the test last Friday. Therefore, I will probably get an F in the course.*

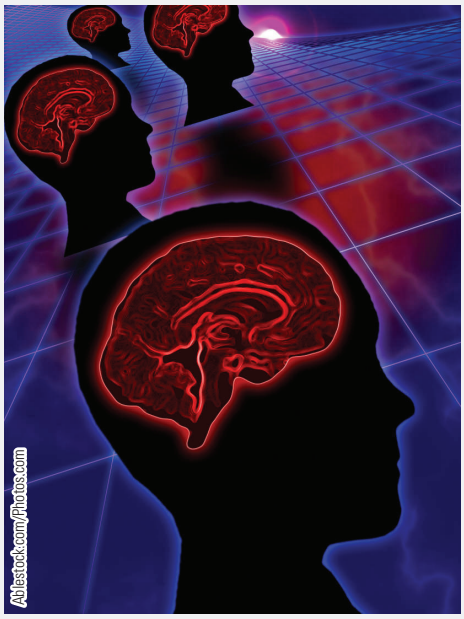
Is that a sound argument—or is something missing? Even though all three statements may be true, when you put them together they don't make a sound argument. What grade has this student earned on earlier math tests? How many tests are left in the course? What other assignments figure into students' grades? The information present may not be adequate to predict an F in the course. *Adequacy* is another condition needed for a sound argument. This alternative, on the other hand, is a sound argument:

> *Everyone taking Math 100 failed the test last Friday. I took the test last Friday. Therefore, I earned an F on the test.*

When you're assessing the soundness of an argument, you must look for two things: *relevance* and *adequacy*.[11]

Not all arguments are sound. Have you ever heard this story? A scientist came up with a new study to find out what makes people drunk, using himself in the experiment. The study went like this. On Monday night, he drank three tall glasses of scotch and water, mixed in equal amounts. The next morning, he recorded his results: intoxication. On Tuesday night, he drank three tall glasses of whiskey and water. On Wednesday night, he drank three tall glasses of rum and water. On Thursday night, he drank three tall glasses of vodka and water. Each morning, his recorded results were the same. He had become drunk. His totally wrong conclusion? Water makes people drunk.

Not only is it important to be able to construct sound arguments, but it's also important to be able to recognize them. As a consumer in today's information society, you must know when to buy into an argument, and when not to.



"Great minds discuss ideas. Average minds discuss events. Small minds discuss people."

Eleanor Roosevelt, First Lady of the United States (1884–1962)

Assessing Assumptions

When you're thinking critically, one of the most important kinds of questions you can ask is about the *assumptions* you or someone else is making, perhaps without even realizing it. Assumptions are things you take for granted, and they can limit your thinking. Consider this well-known puzzle, and afterward examine how the assumptions you brought with you interfered with solving it.

> *One day Kerry celebrated her birthday. Two days later her older twin brother, Harry, celebrated his birthday. How could that be?*

You may have solved this puzzle if you were willing to question the underlying assumptions that were holding you back. (The answer is at the bottom of this page.)

People reveal their basic assumptions in what they say. If you listen carefully, you can uncover them. "Go on for a bachelor's degree after I finish here? No way! As soon as I get my associate degree, I'm done!" Some students' underlying assumptions are that college itself isn't as important as what comes afterward (like making money). These students may sit through classes without getting engaged in the subject matter, and check off requirements as quickly as possible. Too bad.

Considering Claims

Evaluating claims is one of the most basic aspects of reasoning. A claim is a statement that can be true or false, but not both. This is different from a fact, which cannot be disputed. What's the difference between a **fact** and a **claim**? Facts can't be disputed; claims can be true or false, but they must be one or the other, not both.

fact something known or proven to be true

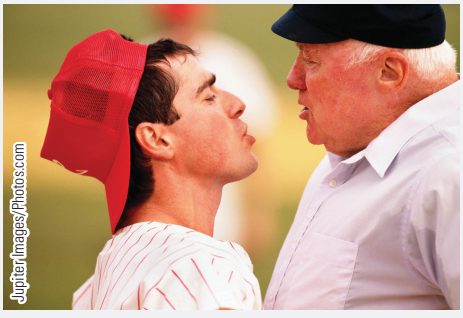
claim a statement or assertion without evidence or proof

> *FACT: Ronald Reagan, Bill Clinton, and Barack Obama were presidents of the United States who each served two full terms.*

> *CLAIM: Bill Clinton was the most popular American president in recent history.*

The fact is obvious. The claim needs evidence to support it. As a critical thinker, it's important to use your reasoning skills to evaluate the evidence. Generally speaking, be wary of claims that

- are supported by unidentified sources ("Experts claim . . . ").
- are made by a person or company who stands to gain ("Brought to you by the makers of . . .").
- come from a single person claiming his experience as the norm ("I tried it and it worked for me!").
- use a bandwagon appeal ("Everybody's doing it.").
- mislead with statistics ("over half" when it's really only 50.5 percent).



"Everyone is entitled to their own opinion, but not their own facts."

Senator Daniel Patrick Moynihan (1927–2003)

Kerry and Harry are not twins. Harry and his brother are twins, and they are older than Kerry.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"It is the mark of an educated mind to be able to entertain a thought without accepting it."

Aristotle, Greek philosopher (384 B.C.–322 B.C.)

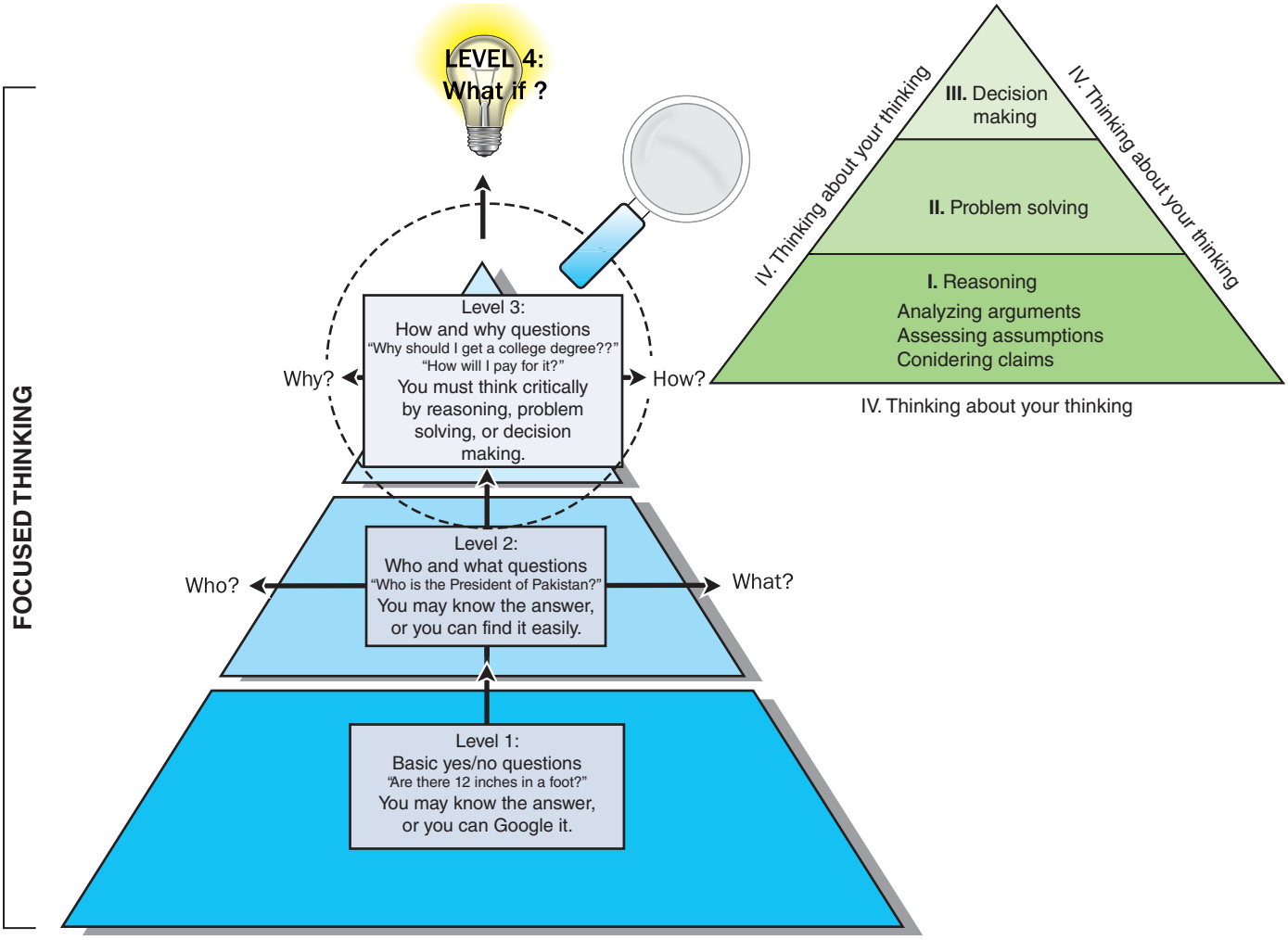
On the other hand, we must also keep an open mind and be flexible in our thinking. If you get good evidence to support a view that contradicts yours, be willing to change your ideas. One way to evaluate the validity of claims is to use the Focused Thinking Pyramid (Figure 5.3). Consider claims by asking these four key questions: Who?, What?, Why?, and How? Figure 5.3 shows how the questions progress from level 1 to 4.

Avoiding Faulty Reasoning

Although we can certainly improve our critical thinking skills, it's impossible to be perfect critical thinkers 100 percent of the time. As thinkers, we make mistakes, and sometimes others try to trick us with bad arguments. It's important to cultivate both types of critical thinking skills: your *productive* skills, which you use as a speaker and writer when you "produce" ideas, and your *receptive* skills, which you use as a reader and listener when you "receive" others' ideas. As responsible communicators, we must understand what a sound argument is and know how to construct one ourselves. We must also understand what a defective argument is so that we avoid getting sucked in when we shouldn't.

Figure 5.3

The Focused Thinking Pyramid


FOCUSED THINKING
LEVEL 4:
What if ?
Level 3:
How and why questions
"Why should I get a college degree??"
"How will I pay for it?"
You must think critically by reasoning, problem solving, or decision making.
Why?
How?
Level 2:
Who and what questions
"Who is the President of Pakistan?"
You may know the answer, or you can find it easily.
Who?
What?
Level 1:
Basic yes/no questions
"Are there 12 inches in a foot?"
You may know the answer, or you can Google it.
III. Decision making
II. Problem solving
I. Reasoning
Analyzing arguments
Assessing assumptions
Conidering claims
IV. Thinking about your thinking
IV. Thinking about your thinking
IV. Thinking about your thinking

Source: Adapted from Hellyer, R., Robinson, C., & Sherwood, P. (1998). *Study skills for learning power*. New York: Houghton Mifflin, 18.

Here is a top-ten list of logical fallacies, or false logic strategies, we can slip into—or others can use against us—if we're not careful. For each of the ten types, read through the example and then see whether you can come up with one of your own. In Exercise 5.1, you will have a chance to find real examples of each of these logical fallacies.

1. **False cause and effect** (assuming one cause for something when other causes are possible, too)

   I moved back home from my own apartment last month. I've failed every exam I've taken since. Living at home is blowing my GPA!

2. **Personal attack** (reacting to a challenge by attacking the challenger)

   How could anyone believe Mr. Courtney's views on ethics? We all know he's a very poor teacher.

3. **Unwarranted assumption** (taking too much for granted without evidence)

   You say community colleges give women equal opportunities. I say they don't. Reply: It's true. I read it on a website.

4. **Emotional appeal** (appealing to someone's feelings in order to gain acceptance of an argument)

   If you care about all the people hurt in this tragic accident, you'll dig deep into your pockets and send in a donation now.

5. **False authority** (attributing your argument to someone else in a supposed position of power to get you off the hook)

   I'd really like to be able to change your grade, but my Department Chair doesn't like me to do that.

> "Too often . . . we enjoy the comfort of opinion without the discomfort of thought."
>
> ***John F. Kennedy, 35th president of the United States (1917–1963)***

6. **Hasty conclusion** (jumping to a conclusion when other conclusions are possible)

   I'm sure that guy next to me in class stole my textbook when I wasn't looking. He's too cheap to buy his own.

7. **Straw man** (attempting to "prove" an argument by overstating, exaggerating, or oversimplifying the arguments of the opposing side)

   We should let students have more say in which courses they take. Reply: You actually want students to take any courses they want to? Oh, right, why don't we all just have a free-for-all instead?

8. **Shifting the burden of proof** (shifting the responsibility of proving an assertion to someone else because you have no evidence for what you assert)

   The policy forbidding any alcohol at campus events is working. Reply: No, it's not. Reply back: Oh yeah? Prove it.

9. **Oversimplification/overgeneralization** (reducing a complex issue to something very simple or stereotyping)

   College teachers have it made. They teach a couple classes a week for a few hours, and then they have free time the rest of the week. That's the kind of job I want!

10. **Either/or thinking** (taking only an extreme position on an issue when other positions are possible)

    Either we ban dating between students or we will be facing sexual harassment lawsuits.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 5.1 Aspen Commons Apartment Complex Case Study

Great Bluffs Herald
Saturday, September 23, 2022

Start of School + Parties = Recipe for Tragedy

This fictional case study is based on a real event that occurred at the University of Colorado, Boulder. According to the Centers for Disease Control and Prevention (CDC), alcohol poisoning is blamed for 6 deaths per day in the United States or approximately 2,200 deaths per year. This case study presents you with some underlying statistics based on real research, and asks you to extend your critical thinking skills by examining the testimonies of fictitious individuals involved.

Great Bluffs, Colorado It's that time of year again. The fall semester began last month at Great Bluffs Community College, and again this year, a student died of alcohol poisoning within the first three weeks of classes. Dante Lewis, a resident of an apartment complex near the school, Aspen Commons, was found dead yesterday morning. The body of the collapsed GBCC student was found in a third-floor apartment. An anonymous call to 9-1-1 came in at 6:15 A.M.: "We've got a guy here. We can't wake him, and we know he drank way too much last night." Lewis was pronounced dead on arrival at Great Bluffs General Hospital. The incident represented the second death from alcohol poisoning at Aspen Commons in as many years. Roland Bishop, GBCC's new president, is said to deeply mourn the loss of another new student. "No student should die during his first few weeks of college—what should be one of the most exciting times of his life. It's insane and very, very sad."

The Aspen Commons Apartment Complex has been warned that student parties among underage residents, where alcohol is served, should be discouraged.

President Bishop will convene a cross-college panel of faculty, staff, and students to investigate the incident and decide if any action should be taken by GBCC. Professor Juan Cordova, Sociology Department Chairperson, will head the new committee. A report with specific recommendations to President Bishop is expected by the end of the term. Alcohol is to blame for the deaths of 1,519 college students per year, according to figures from the National Institute on Alcohol Abuse and Alcoholism. About 599,000 students between the ages of 18 and 24 are injured annually while under the influence of alcohol, more than 696,000 are assaulted by another student who has been drinking, and more than 97,000 students are victims of alcohol-related sexual assault or date rape.

The average age of students at Great Bluffs Community College has dropped from 28 to 20 in recent years. Although many community college students live at home, many others live on their own in the community. Because it is within walking distance to GBCC, Aspen Commons is a popular choice. President Bishop's office indicates that it may enter into negotiations with the Colorado Housing Authority and with Clifford Industries, owners of Aspen Commons, about banning alcohol in the complex and requiring tenants to sign a no-alcohol agreement.

After this article appeared in the *Great Bluffs Herald,* many readers sent letters to the editor on September 25 and 26. Examine the following excerpts.

Trevor Ryan, GBCC Student: "My first few weeks at GBCC have been awesome, and living at Aspen Commons has been totally cool—one of the highlights of my life so far. I'd do it all over again tomorrow. But I didn't want to live at Aspen Commons just for the parties everyone talks about. It's a great place to live. All the students who live there say so."

Carlos Garcia, GBCC Student: "This whole incident has been very hard on me. Dante was my roommate. We've known each other since we were kids, and we moved into an apartment right after we graduated from high school last spring. I still can't believe this happened to him. Yeah, I was drinking at the party where he got totally wasted, too. But I lost track of him when I went to bed around midnight. If I had just stayed around, I'll bet I could have prevented what happened."

Ross Riley, Building Manager, Aspen Commons: "As building manager, I've seen my fair share of parties over the years. Sometimes things get out of control. I get a call in the middle of the night and end up calling the cops. Other residents complain

about the noise. But it's not the apartment complex's problem. We just put a roof over people's heads. They make their own decisions about how to live."

Dr. Ruby Pinnell, ER Physician, Great Bluffs General Hospital: "As a doctor, I see all the damage today's young people are doing to themselves. The national study I spearheaded last year found that about 80 percent of college students consume alcohol to some degree, and approximately 50 percent of those students engage in binge drinking. They don't realize that binge drinking could be risking serious damage to their brains now and actually cause increased memory loss later in adulthood. Some college males consume as many as 10 to 15 drinks in a row. These are very sad statistics."

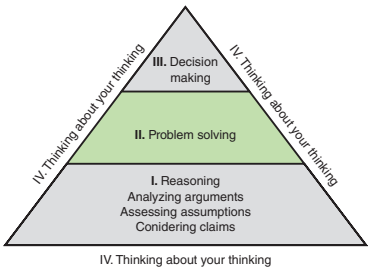
Rufus Unser, Aspen Commons resident: "I've lived at Aspen Commons for 12 years now, and I'm just about to move into an assisted living facility because I'm 78 and my health is failing. I'm sick of rowdy parties, loud music late at night, and residents who run up and down the halls. I don't mind all the younger people who live in this complex, but I'd really like to get some sleep once in a while."

Sergeant Rick Fuller, Great Bluffs Police Department: "Over the 15 years I've worked for the Great Bluffs Police Department, I've seen a dramatic rise in alcohol-related violence, crimes, and accidents. GBCC needs to do something. Their students are part of the problem, and they need to assume some responsibility."

Now that you've read the story from the *Great Bluffs Herald* and the excerpts from letters to the editor, answer the following questions:

1. What are the facts relating to the death of GBCC student Dante Lewis? How do you know they are facts and not claims?
2. Do you see logical fallacies in any of the letters to the editor of the *Great Bluffs Herald*? If so, which can you identify? What assumptions do the letter writers hold—right or wrong?

II. Problem Solving: The Basic How-To's



When you have to solve a problem, your critical thinking skills should move front and center. Perhaps you need to find a way to earn more money. You run short each month, and the last few days before payday are nerve-racking. What should you do? Try many different strategies at once, or come up with a more precise way to get the best results? See whether the following steps make sense to you and seem like something you might actually do.

STEP 1: Define the problem. What is the exact nature of the problem you face? Defining the exact nature of the problem is something you must do if you hope to solve it. For example:

- Is it that you don't monitor your spending and run out of money long before the next paycheck?
- Is it that you don't have a budget and you spend money randomly?

STEP 2: Brainstorm possible options. List all of the possible solutions you can come up with. For example:

- Pack food from home instead of hitting the fast-food joints so often.
- Stop ordering in pizza four nights a week when you get the munchies at midnight.
- Ask your boss for a raise. You've been doing a good job.
- Look for a job that pays more. Tips at the Pancake House where you work don't really amount to much.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"If you have an apple and I have an apple and we exchange these apples, then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas."

George Bernard Shaw, Irish literary critic, playwright, essayist, and the winner of the 1925 Nobel Prize for Literature (1856–1950)

- Capitalize on your particular skills to earn extra money. If you're a whiz at math, you could sign on as a math tutor on campus.

STEP 3: Set criteria to evaluate each option. For example:

- *Distance* is important. Your car isn't very reliable, so it would be good to find a job you can walk or ride your bike to.
- *Good pay* is important. In the past, you've always had low-paying jobs. You need whatever solution you arrive at to be worth your while.
- *Time* is important. You're taking a challenging load of classes, and you need to keep up your grades to keep your scholarship.

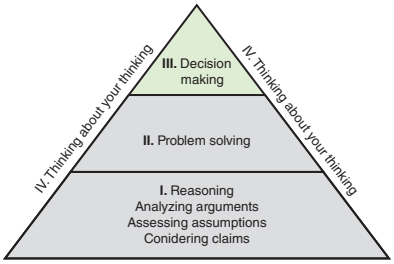
STEP 4: Evaluate each option you've proposed. For example:

- Pack food from home. (This is a good idea because you've already paid for that food, regardless of which solution you choose.)
- Stop ordering pizza when the munchies hit at midnight. (This is also a good option because unplanned expenses like this can mount up fast.)
- Ask your family to borrow money. (You'd really like to avoid this option. You don't want to seem like you're trying to take advantage of them.)
- Get a job that pays more. (Unfortunately, your campus is half an hour from the center of town where all the posh restaurants are.)
- Capitalize on your particular skills to earn extra money. (Tutors are paid more than minimum wage, and getting a job on campus would be convenient.)

STEP 5: Choose the best solution. In this case, it looks like getting a job on campus could fit the bill!

STEP 6: Plan how to achieve the best solution. When you talk with your advisor about applying for a job as a math tutor, you discover that you need a letter of recommendation from a math instructor. You e-mail your math instructor and set up a meeting for later in the week. When the letter is ready, you make an appointment to schedule an interview, and so forth.

STEP 7: Implement the solution and evaluate the results. A month or two after you take on the tutoring job, you evaluate whether this solution is really the best one. You may need to request more hours or different days. Or you may find that this job leads to a better one on campus. At any rate, you've used your critical thinking skills to solve a problem, systematically, logically, and effectively.



IV. Thinking about your thinking

III. Decision Making: What's Your Style?

The kinds of arguments we're discussing in this chapter lead to decisions, and it's important to make good ones! After you've evaluated an argument, you must often do something about it. Before you know it, you'll be deciding on a major if you haven't already, a career field, a place to live, a romantic partner—you name it.

When you have an important decision to make, your critical thinking skills should kick into action. The more important the decision, the more

thoughtful the process of deciding should be. But people make decisions in different ways.

Alan J. Rowe and Richard O. Mason wrote a book called *Managing with Style* about four basic decision-making styles used by managers. Although you may not be a manager now, think about what your style may be when you do have a position of responsibility. Here are the four styles they describe. See which one sounds as if it might describe you.

Pixfiction/Shutterstock.com

- **Directive.** This decision-making style emphasizes the here and now. Directives prefer structure and using practical data to make decisions. They look for speed, efficiency, and results, and focus on short-term fixes. Directive decision makers base their decisions on experience, facts, procedures, and rules, and they have energy and drive to get things done. On the downside, because they work quickly, they are sometimes satisfied with simple solutions when something else might work better.

Goir/Shutterstock.com

- **Analytical.** This decision-making style emphasizes a logical approach. Analyticals search carefully for the best decision, and they sometimes get hung up with overanalyzing things and take too long to finally make a decision. They are sometimes considered to be impersonal because they may be more interested in the problem than in the people who have it. But they are good at working with data and doing careful analysis.

Naphat_Jorjee/Shutterstock.com

- **Conceptual.** This decision-making style emphasizes the big picture. Conceptuals are adaptable, insightful, and flexible, and they look for interesting, new solutions. They are sometimes too idealistic, but they take risks and are very creative.

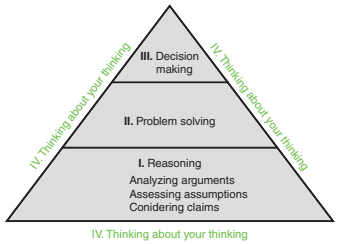
Natneon/Shutterstock.com

- **Behavioral.** This decision-making style emphasizes people. Behaviorals enjoy people and the social aspects of work. They use their feelings to assess situations, communicate well, and are supportive of others. On the other hand, they are sometimes seen as wishy-washy or are criticized because they can't make hard decisions or can't say no.

Whether you're in college to prepare for a career field or retool for a new one, eventually, you will have to make important decisions on a daily basis. It's useful to begin thinking about your decision-making style now.

IV. Thinking about Your Thinking

One of the most important aspects of critical thinking is that it evaluates itself. As you're solving problems, for example, you're thinking about how you're thinking. You're assessing your progress as you go, analyzing the strengths and



© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

metacognition awareness of your own thinking and learning processes

weaknesses in your thinking, and perhaps even coming up with better ways to do it. We call that **metacognition**.

Novice or new learners don't stop to evaluate their thinking and make revisions. Expert or experienced learners do. Actually, whenever you're faced with learning something new, metacognition involves three elements. Ultimately, these elements should become the foundation of all your learning experiences so that you improve your metacognitive skills as you go.

- **Before: Develop a plan of action.** Ask yourself what you already know that can help you learn something new. What direction do you want to go in with your thinking? What should be your first task? How much time should you give yourself? Talk through your plan with someone else.
- **During: Monitor your plan.** While you're working, ask yourself how you're doing. Are you staying on track? Are you moving in the right direction? Should you slow down or speed up? What should you do if you don't understand what you're doing? Keep track of what works for you and what doesn't. Assume responsibility for your own thinking and learning.
- **After: Evaluate the plan.** How well did you do? Did you do better than expected or not as well as you expected? What could you have done differently? Can you apply what you just did here to future tasks? Give yourself some feedback.[12]

Becoming a Better Critical Thinker

Sharpening your critical thinking skills is vital because these skills underlie all the others in your academic toolkit. If you think well, you will be a better writer, a better presenter, a better listener, and a better reader. You will be more likely to engage more fully in your academic tasks because you will question, dig, analyze, and monitor yourself as you learn. Here are some suggestions for improving your skills. As you read them, think about yourself and how you learn.

1. **Admit when you don't know.** If you don't know enough to think critically about something, admit it, and then find out more. With the volume of information available in today's world, we can't possibly know everything about anything. But the good news is that information is everywhere. All you need to do is read, listen, point, and click to be well informed on many issues.
2. **Realize you have buttons that can be pushed.** We all have issues we're emotional about. That's normal. It's natural to feel strongly about some things, but it's also important to understand the reasons why so that you can tell your views to someone else. And of course, realize that you're not the only one with buttons. Your teacher, best friend, significant other, boss, and everyone else has them, too.
3. **Learn more about the opposition.** Many times, it's more comfortable to avoid what we don't agree with and reinforce what we already believe. But part of being a well-educated person means learning about the history, backgrounds, values, and

"A mind that is stretched to a new idea never returns to its original dimensions."

Oliver Wendell Holmes, American poet (1809–1894)

techniques of people you disagree with so that you can anticipate and deal with their arguments more effectively.

4. **Trust and verify.** During the cold war, President Ronald Reagan liked to quote an old Russian saying to his Soviet counterpart, Mikhail Gorbachev: "Doveryay, no proveryay," or "Trust, but verify." Being a good critical thinker means achieving a balance between blind faith and healthy skepticism.
5. **Remember that critical thinking is the foundation of all academic achievement.** There's nothing more important than learning to think critically. In college and in life, the skills discussed in this chapter will make you a better college student, a better citizen, a better employee, a smarter consumer, a better relational partner, and a better lifelong learner.

"Education is nothing more, nor less, than learning to think!"

Peter Facione, professor, administrator, author, consultant, and critical thinking expert

Creativity: "Thinking outside the . . . Book"

Do you believe this statement? *Everyone has creative potential*. It's true. Most of us deny it, however. "Me, creative? Nah!" We're often unaware of the untapped ability we have to think creatively. Try this experiment. Look at the following list of words, and divide the list into two (and only two) different categories, using any rules you create. Take a few moments and see what you come up with.

dog, salad, book, grasshopper, kettle, paper, garbage, candle

Whenever this experiment is tried, people always come up with very creative categories. They may divide the words into things that you buy at a store (dog, salad, kettle, paper, candle), things that move on their own (dog, grasshopper), things that have a distinct smell (dog, candle, garbage), words that have two consonants, and so forth. People never say it can't be done; they always *invent* categories. Interesting, isn't it? Our minds are hungry for the stimulation of a creative challenge.

The fact is that intelligence has more to do with coming up with the right answer, and **creative thinking** has more to do with coming up with more than one right answer. Often we get so focused on the *right* answer that we rush to find it instead of exploring all the possibilities. Creative thinking is thinking outside the box, or in terms of getting an education, perhaps we should call it thinking outside the book. Going beyond the obvious and exploring possibilities are important parts of becoming an educated person. Employers report that many college graduates today have specific skills, but that what they rarely see "is the ability to use the right-hand side of the brain—creativity, working in a team."[13]

creative thinking the ability to free your mind to originate, interpret, and visualize possibilities

In Figure 5.3, we looked at the Focused Thinking Pyramid. Creative thinking is at the top of the pyramid: What if? It goes beyond critical thinking. It is predictive and multidimensional. It asks "What if . . . ?" questions. Here are some interesting ones: "What if everyone were allowed to tell one lie per day?" "What if no one could perceive colors?" "What if colleges didn't exist?" "If you looked up a word like *squallizmotex* in the dictionary, what might it mean?"[14]

According to creativity expert Alan Rowe, our creative intelligence demonstrates itself in four major styles. Each of us has aspects of all four styles of creativity.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

PhotoObjects.net/ Jupiter Images

- **Intuitive.** This creative style is best described as *resourceful*. If you are an Intuitive, you achieve goals, use common sense, and work to solve problems. You focus on results and rely on past experience to guide your actions. Managers, actors, and politicians are commonly Intuitives.

PhotoObjects.net/ Jupiter Images

- **Innovative.** This creative style is best described as *curious*. Innovatives concentrate on problem solving, are organized, and rely on data. They use original approaches, are willing to experiment, and focus on step-by-step inquiry. Scientists, engineers, and inventors typically demonstrate the Innovative creative style.

PhotostoGO.com

- **Imaginative.** This creative style is best described as *insightful*. Imaginatives are willing to take risks, have leaps of imagination, and are independent thinkers. They are able to visualize opportunities, are artistic, enjoy writing, and think outside the box. Artists, musicians, writers, and charismatic leaders are often Imaginatives.

PhotostoGO.com

- **Inspirational.** This creative style is best described as *visionary*. Inspirationals respond to societal needs, willingly give of themselves, and have the courage of their convictions. They focus on social change and the giving of themselves toward achieving it. They are often educators, motivational leaders, and writers.[15]

Which do you think is your predominant style? Think about how you can make the best use of your natural style. How will your creativity affect the major or career you choose? Most people have more than one creative style. Remember that motivation, not just intelligence, is the key to creativity. You must be willing to tap your creative potential and challenge yourself to show it.[16] According to *New York Times* bestseller, *A Whole New Mind*, "The future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers, and meaning makers. These people—artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers—will now reap society's richest rewards and share its greatest joys" (p. 1).

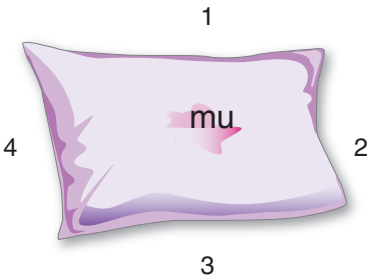
Ten Ways to Become a More Creative Thinker

Becoming a more creative thinker may mean you need to accept your creativity and cultivate it. Consider these suggestions and those in Figure 5.5 for ideas about ways to think more creatively.

1. **Find new eyes.** Find a new perspective on old issues. Here's an interesting example. Years ago, a group of Japanese schoolchildren came up with a new way to solve conflicts and build empathy for others' positions, called the Pillow Method. Figure 5.4 is an adaptation of it, based on the fact that a pillow has four sides and a middle, just like most problems. The middle, or *mu,* is the Zen expression for "it doesn't really matter." There is truth in all four positions. Try it: take a conflict you're having difficulty with at the moment, and write down all four sides and a middle.[17]
2. **Accept your creativity.** Many mindsets block creative thinking: "It can't be done!" "I'm just not the creative type." "I might look stupid!" Many people

Figure 5.4

The Pillow Method



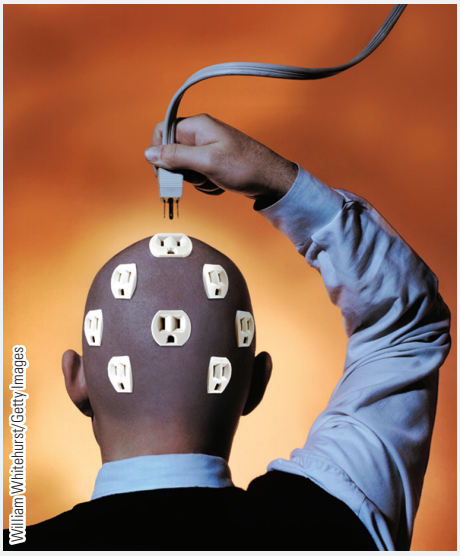
Position 1—I'm right and you're wrong.
Position 2—You're right and I'm wrong.
Position 3—We're both right.
Position 4—We're both wrong.

don't see themselves as creative. This perception can become a major stumbling block. If creativity isn't part of your self-image, you may need to change your image. Everyone has creative potential. You may just have to learn how to tap into yours.

"Creativity is intelligence having fun."

Albert Einstein, theoretical physicist (1879–1955)

3. **Make your thoughts visible.** For many of us, things become clear when we can see them, either in our mind's eye or displayed for us. Even Einstein, a scientist and mathematician, had a very visual mind. Sometimes if we write something down or sketch something out, we generate a new approach without really trying.
4. **Generate lots of ideas.** Thomas Edison held 1,093 patents, still the record. He gave himself idea goals. The rule he set for himself was that he had to come up with a major invention every six months and a minor invention every ten days.
5. **Don't overcomplexify.** In hindsight, many of the most creative discoveries are embarrassingly simple. Biologist Thomas Huxley said, after reading Darwin's explanation of evolution: "How extremely stupid not to have thought of that!" But sometimes the most simple solution is the best one.[18]
6. **Capitalize on your mistakes.** Remember that Thomas Edison tried anything he could think of for a filament for the incandescent lamp, including a whisker from his best friend's beard. All in all, he tried about 1,800 things before finding the right one. Afterward he said, "I've gained a lot of knowledge—I now know a thousand things that won't work."[19]
7. **Let it flow.** Mihaly Csikszentmihalyi, the author of *Flow: The Psychology of Optimal Experience* and many other books on creativity, discovered something interesting. For his doctoral thesis, he studied artists by taking pictures of them painting every three minutes. He was struck by how engaged they were in their work, so engaged that they seemed to forget everything around them. He began studying other "experts": rock climbers, chess players, dancers, musicians, surgeons. Regardless of the activity, these people forgot the time, themselves, and their problems. What did the activities have in common? Clear, high goals and immediate feedback. Athletes call it being in the zone. The zone is described as the ultimate human experience, where mind and body are united in purpose. Csikszentmihalyi's suggestions for achieving flow are these: Pick an enjoyable activity that is at or slightly above your ability level, screen out distractions, focus all your senses and emotions, and look for regular feedback on how you're doing.[20]



"A hunch is creativity trying to tell you something."

Frank Capra, Italian American film director (1897–1991)

8. **Bounce ideas off others.** One good way to become more creative is to use your family or friends as sounding boards. Sometimes just saying something out loud helps you understand more about it. Each person who provides a critique will give you a new perspective, possibly worth considering.
9. **Stop searching for the "right" answer.** This advice doesn't pertain to your upcoming math exam. But it does to apply to situations in which there are many ways to solve a problem. There may be more than one acceptable solution. A fear of making mistakes can hold you back.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 5.5

Quick Study: How to Let Your Creative Juices Flow

HOW TO LET YOUR Creative JUICES FLOW

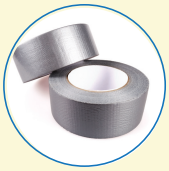
Children often think their creativity comes naturally. Adults often don't.

"I believe this passionately: that we don't grow into creativity, we grow out of it."
~Sir Ken Robinson, education expert (1950–2020)

8 EASY WAYS TO BOOST YOUR CREATIVITY

1. ASK THE QUESTION DIFFERENT WAYS

Your first idea may not be your best idea, according to designers, and letting it go can lead to an even better, reframed idea. Henry Ford's eventual idea of moving the product, not the workers, revolutionized manufacturing of all kinds, not just the auto industry.



2. REPURPOSE IDEAS

Many famous inventions actually started out as something else. Duck (yes, duck) tape was originally invented to keep ammunition cases dry during World War II and was a dirty olive-brown color like ducks. Repurposed and recolored years later, "duct" tape is now an all-purpose quick fix to many sticky problems.

3. CHALLENGE YOURSELF

Play beat the clock, take on a dare, bet against the odds. Doing so can stimulate your creative juices. Dr. Seuss wrote *Green Eggs and Ham* after betting he could write a story in under 50 words.

4.KEEP AN IDEA NOTEBOOK or AUDIO NOTE FILE

Jotting ideas down regularly or recording them orally helps you hone your observation skills and notice your creativity.

"Creativity is the power to connect the seemingly unconnected."
~William Plomer, author

5. MULL IT OVER WHILE YOU SLEEP

After a period of sleep, creativity is said to increase by 30 percent. While we're sleeping, our stress levels go down, and we can access information from our subconscious. Director Christopher Nolan says the movie *Inception* came from his own dreams.

6. SPEND TIME OUTDOORS

For thousands of years, famous inventors, scientists, and artists have noted that some of their best ideas came to them while they spent time outdoors. Nature is relaxing and liberating, freeing up our minds for creativity.

"The richness I achieve comes from nature, the source of my inspiration."
~Claude Monet, painter

7.CHILL

According to brain science, an idle mind is often a more creative one. Over 70 percent of people say they have their best ideas in the shower!

8. BE PATIENT

The more ideas you have, the more likely some are to be useful or productive—and some may even catch on! The Magic 8 Ball, Koosh Ball, and Furby all came from inventors' imaginations. Thomas Edison had a grand total of 1,093 patents and is credited as the most creative inventor in U.S. history. In fact, the light bulb is now the universal icon for creativity.

"The only limit to your impact is your imagination and commitment." *~Tony Robbins*

Sources: http://www.huffingtonpost.com/2013/11/16/famous-ideas-from-dreams_n_4276838.html; https://www.adobe.com/aboutadobe/pressroom/pdfs/Adobe_State_of_Create_Global_Benchmark_Study.pdf; https://www.scientificamerican.com/article/an-easy-way-to-increase-c/; http://www.creativityatwork.com/2012/03/23/can-creativity-be-taught/; https://www.realsimple.com/health/mind-mood/how-to-be-creative; http://www.bakadesuyo.com/2015/12/how-to-be-creative/; http://www.bakadesuyo.com/2013/07/strokes-of-genius/; https://www.forbes.com/sites/willburns/2013/07/10/multiple-creativity-studies-suggest-creating-our-reality-requires-detaching-from-it/#3dbbe71528e9; https://www.fastcompany.com/3044865/3-ways-to-train-yourself-to-be-more-creative; www.inc.com/christina-desmarais/25-ways-to-be-more-creative.html; https://daringtolivefully.com/ways-to-be-more-creative; https://blog.bufferapp.com/why-we-have-our-best-ideas-in-the-shower-the-science-of-creativity; https://blogs.scientificamerican.com/beautiful-minds/the-real-neuroscience-of-creativity/; http://99u.com/articles/16136/7-ways-to-boost-your-creativity; https://www.entrepreneur.com/article/250312; http://www.apa.org/gradpsych/2009/01/creativity.aspx; http://marketeer.kapost.com/productivity-and-creativity-at-work/; http://www.newsweek.com/creativity-crisis-74665. Photo credits: Lyubov Kobyakova/Shutterstock.com; Kaponia Aliaksei/Shutterstock.com; Oleg Bakhirev/Shutterstock.com; Andrey tiyk/Shutterstock.com; Africa Studio/Shutterstock.com; Suslik1983/Shutterstock.com; Golden House Studio/Shutterstock.com; Keith Homan/Shutterstock.com; David S. Baker/Shutterstock.com; Nicescene/Shutterstock.com; Somchai Som/Shutterstock.com

10. **Detach your self-concept.** For most of us, creativity is often linked to self-concept. An idea is your brainchild, and you want it to win people over. You've invested part of yourself in giving birth to it. But there's nothing like self-criticism to shut down your creative juices. Your idea may not succeed on its own, but it may feed into someone else's idea and improve it. Or an idea you have about this problem may inform the next problem that challenges you. In the end, in addition to finding a workable solution, what's important is engaging in the creative process with others.

> "I can't understand why people are frightened by new ideas. I'm frightened by the old ones."
>
> ***John Cage, American composer (1912–1992)***

Career Outlook: Examine Your Thinking

If someone asked you to come up with five adjectives that describe the most memorable boss you've ever had, what words would come to you? Words like *encouraging, smart, visionary, responsive, or supportive*—or words like *hasty, unfair, mean, hypocritical,* or *irrational*? What do all the words you think of have in common? Were they mainly *positive* or *negative*?

When asked this question, most people go in one direction: either entirely positive or negative. No one ever says, "What I really love about my boss is his critical nature. He doesn't miss a single mistake I make."[21] It's natural to lean one way or the other; that's one reason why critical thinking skills are a useful tool in the workplace. They can help you adjust your thinking appropriately and keep you from getting locked into particular patterns, especially negative ones.

In the workplace, the most desirable kind of thinking is "realistic optimism." It's not blind faith or false hope; it's looking for the best in things and then working to make them happen. It's accepting what's going on around you, but at the same time admitting what needs to be changed. It's about resilience, "getting back on the horse," and trotting on. It's a productive pattern of thinking.[22]

If "realistic optimism" sounds like an oxymoron to you, have faith! Remember the words of Yvon Chouinard, the environmentalist and founder of Patagonia, the well-known outdoor gear company: "There's no difference between a pessimist who says, 'Oh, it's hopeless, so don't bother doing anything,' and an optimist who says, 'Don't bother doing anything, it's going to turn out fine anyway.' Either way, nothing happens." It's your thinking and your career, and you're in the driver's seat. You want to do things, go places, and make things happen. That's what it's all about.

Think about how this applies to your current or a recent job. Can you think of an example of how "realistic optimism" could help you in a real-life scenario?

Insight: *Now* What Do You Think?

At the beginning of this chapter, Desiree Moore, a frustrated student, faced a challenge. Now, after reading this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Desiree's case study. What are some of the possible outcomes for Desiree?

Action: Your Plans for Change

1. What's the most important thing you learned in reading this chapter? Why did it have an impact on you?
2. What will you change about the way you try to learn in your classes or perform on the job as a result of reading this chapter?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. What's the difference between thinking and critical thinking?
2. Define *metacognition* in your own words.
3. Identify three specific types of faulty reasoning.
4. What's the difference between critical thinking and creative thinking?
5. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete it (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you'll read?

Learning Online 6

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to online learning, using technology, and doing research for your college classes, what are you most concerned about, if anything? Put check marks by the phrases that apply to you or write in your answer.
   - ☐ Having the right technology skills
   - ☐ Having enough self-discipline for online classes
   - ☐ Missing face-to-face classroom interaction
   - ☐ Knowing how to conduct research
   - ☐ Understanding exactly what plagiarism is
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll be open to learning more about using technology for schoolwork.
   - ☐ I'll wait and see how much of this chapter I understand.
   - ☐ I'll ask my online or classroom instructor for clarification.
   - ☐ Eventually, I'll just figure it out.
3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ How to develop useful strategies for online classes
   - ☐ How to use technology to become more academically successful
   - ☐ How to cultivate your research skills
   - ☐ What information literacy skills are and why they're important
   - ☐ What plagiarism is and how to avoid it

YOUR READINESS FACTOR

1. How motivated are you to learn more about learning online and doing research in college? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Alexander Image/Shutterstock.com

Focus
Challenge Case

Dario Jones

Ever since grade school, Dario Jones had been called a geek. It was a label he hated, but, honestly, most people probably thought of him that way. As a kid, Dario lived for computer games. He played them nearly every waking hour. In high school, he'd shower in record time, throw on whatever clean clothes he could find, and use any spare minutes for computer games. When he got home, he'd log right back on again. His Dad tried threatening him: "You'll strain your eyes and flunk out of school." Once when he was younger, he faked a sore throat and played Call of Duty at home for a week while his parents were at work. As he got older, his Dad warned: "You'll never get a date." But Dario wasn't worried. Online relationships were enough. Real-life relationships were too much trouble. After high school, he joined the Army, and now that he was finally back from ten months in Kuwait, his cyber life was much more exciting than ever. Dario spent more time—even sacrificing precious hours of sleep—playing multiplayer video games with strangers online than he spent talking to anyone in his general vicinity.

Then one day the obvious truth dawned on him. Now that he was a civilian, he was going to have to get a job—plain and simple. He had joined the Army because he really didn't know what he wanted to do next, and he figured he'd gain some skills there. But now that he was home, he wondered how those skills would translate into a different career—and whether he had the right skills.

Eventually, Dario made a decision. He would use his G.I. benefits and go to college. Because he was such a technology fan, maybe being a cybersecurity specialist would be a good field for him. And as he Googled opportunities, he found that he could get an entire degree online! What could be more perfect than that? Sitting in real classrooms with all those college kids didn't appeal to him at all. Besides, now that he was back from some pretty intense experiences while deployed, fighting for parking spots and being in crowded classrooms would just add to his stress, and that was something he didn't need. The images of the past ten months were still very much alive in his memory. Besides, online courses had to be easier than real classes, and that one thing sealed the deal.

But Dario quickly discovered that his considerable tech skills might not be enough. Besides that, all three classes had major assignments that would require a serious time commitment. The first week of his asynchronous course, he stayed up late, listening to online lectures, downloading handouts, and posting responses on the discussion board. By the third week, he had eased up a bit, that is, until he received an e-mail from the instructor in his toughest class, "Cybersecurity Ethics," reminding him that he needed to post two of his own

Can Yesil/Shutterstock.com; Sam Whitfield1/Shutterstock.com

Miguel Lagoa/Shutterstock.com; 123Render/iStock/Thinkstock

responses to her questions and respond to two classmates' comments each week. "Your comments need to be substantive, Dario, not just quick entries like, 'I really liked the online lecture for Chapter 6' or 'Good point, Keisha.' And you need to keep up," she wrote. "I didn't hear from you for two weeks." *That kind of criticism is a definite diss*, Dario thought to himself. If he hadn't already paid tuition, he would have been tempted to drop out of the course entirely.

The worst part was that his toughest class required a research paper. The assigned topic was user privacy and data access rights. Even though he had always considered himself to be a technology expert, frankly, he didn't know where to start. *Step one*, Dario thought to himself, *is to Google*. But when he Googled "data access" he got 3,720,000,000 hits. *Better regroup*, he advised himself.

But how? Should he go to a real library or try to do his research online in the comfort of his own apartment? Physically going to a library seemed unnecessary when so much information was available online. Then he had a flash of inspiration: Wikipedia. He found a page on information privacy. At least that was a start—that is, until he looked at his instructor's handout on the assignment. Students were discouraged from using Wikipedia as a primary research source. The handout said, "Information literacy is required." Dario plugged in "computer ethics," "privacy laws" and "data protection." He tried "global privacy issues," but before he knew it, he found himself knee-deep in articles about "global warming." He tried every search term he could think of, and now was so far from his original search that he couldn't find his way back to his topic. Should he shut everything down and start over or just give up?

At the last minute, Dario panicked. He found a few useful things online, and cut and pasted from the internet until he'd filled five pages. At least he had something to turn in. He wondered if this was the way to do research and whether he'd broken any rules. *Well, I can always go back into the military*, he thought to himself. But to be honest, he really wanted to make an entirely new life for himself as a civilian.

Reaction: What Do *You* Think?

1. Dario thought that online courses would be easier. If you have taken online courses, what has been your experience? If not, what do you expect will be true?
2. The instructor's assignment requires "information literacy." What is information literacy? Dario is tech-savvy, but does he have the right skills?
3. Did Dario plagiarize his paper—or did he simply find the sources he needed and use them? Give the reasons behind your answer.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Start with *Why?*

1.5 Minute Read

Why learn more about online learning? You're probably already taking online classes, and after you complete college, you'll never need to learn online again. You have this figured out, right? But consider the fact that in the workplace of today and tomorrow, technology will be front and center. When you complete college, you will likely record your job interview online, be onboarded online, receive skills training online, and participate in virtual meetings nearly every day. Technology is becoming second nature to most of us; at least, we're all getting better at some aspects of it. But we have a ways to go, and besides, software and tools are constantly changing. Nowadays, technology is how work gets done.

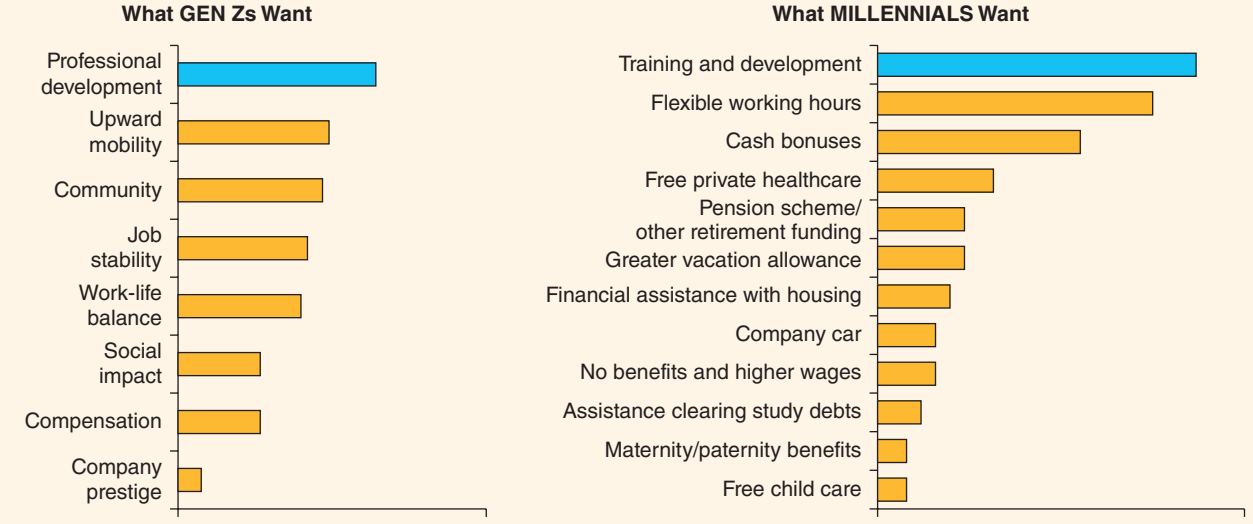
But how does this relate to you and online learning, exactly? Members of Generation Z (born between 1997 and 2012) and Millennials (born between 1981 and 1994/6—and you may well be one of them)—are seeking jobs that provide professional development opportunities, first and foremost. When asked in survey after survey what they want in a career, opportunities for professional development are ranked number one, higher than upward mobility, workplace community, job stability, work-life balance, the organization's social impact, compensation, and company prestige. They want knowledge and skills that will help them over the course of their careers, over and above how much money they make or how quickly they can get promoted. Figure 6.1 shows the results of two recent surveys about people headed for the workforce and

"Online learning is rapidly becoming one of the most cost-effective ways to educate the world's rapidly expanding workforce."

Jack Messman, former CEO at Novell, Cambridge Technology Partners, Union Pacific Resources, Somerset House Corporation

Figure 6.1

What Gen Zs and Millennials Want Most from a Career



Sources: Beckman, K. (2018, July 9). A comprehensive look at what Generation Z wants in the workplace. *Ripplematch*. Retrieved from https://ripplematch.com/journal/article/a-comprehensive-look-at-what-generation-z-wants-in-the-workplace-fa808ac0/; McCarthy, N. (2015, November 12)). Which work benefits do millennials value most? *Forbes*. Retrieved from https://www.forbes.com/sites/niallmccarthy/2015/11/12/which-work-benefits-do-millennials-value-most-infographic/?sh=717d4dfb34ff

those whose careers are currently under way.

And here's the kicker: how are organizations likely to provide access to these professional development opportunities? Most likely via online training, which is cost-effective, convenient, and efficient. A company can provide the entire organization with soft skills training or ethics training online, for example, with minimal investment and rapid rollout, both asynchronously (with no instructor present) or synchronously via virtual instructor-led training (VILT). Some experts even make this bold statement: corporate education will never return to the classroom.[1] Others say the corporate classroom will always be around, and many experts recommend a combination of both online and in-person training in the world of work.[2]

Regardless of where you are headed and the specifics of exactly how training is conducted when you get to your first job, knowing as much as possible about learning online will be absolutely essential. College—and this class—can help you get ready!

Ah, technology . . . Does it make our lives simpler or more complicated? Like Dario, are you pulled into video games, even though you know there's something else you should be doing? Do you live to text? Do you check Instagram on your phone repeatedly throughout the day? Or, on the other hand, do you hate the thought of facing your e-mail after you haven't had access for a while? Did you find yourself answering "yes" to any of these questions—or maybe answering "yes" to all of them?

"For a list of all the ways technology has failed to improve the quality of life, please press three."

Alice Kahn, technology author

Many of us have a love–hate relationship with technology: We love the convenience but hate the dependence. But in college, your technology skills will be a major key to your success. You'll need to know ordinary things, like how to produce an essay in Microsoft Word, how to give a PowerPoint presentation, and how to use a **learning management system** like Canva or Blackboard. You may also have to use tools like Canva, Flipgrid, Anchor, PollEverywhere, or Kahoot! "Whoa! Wait a minute," you say. "I'm no expert at all of that!" You don't have to be an expert, but you do need to know the basics and be willing to learn more. It's easier to be "device-savvy"—an expert on your phone, for example—than it is to be truly tech-savvy. Dario considered himself to be a technology expert, but his expertise was more about entertainment than education. In college, you'll be using technology to enhance your education.

learning management system (LMS) a computer software or online platform that allows instructors and students to manage educational courses; examples include Blackboard, Moodle, Canvas, and Desire2Learn

Your community college will provide you with an e-mail account and send you official college documents, like your tuition bill and weather alerts, over e-mail. It may "nudge" you with reminders about deadlines or campus events. You will take entire courses or parts of courses online so that you can learn on your own time at your own pace. Your instructors will use learning management systems, YouTube clips, streaming video, and websites in the classroom to increase your learning. And the good news is that many college students say it helps. That means the time to start building your skills is now!

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

The Basics of Online Learning

"Online learning is not the next big thing, it is the now big thing."

Donna J. Abernathy, author and e-learning researcher

What do an American soldier just back from an overseas tour, a single mother of twin toddlers in California, and a housebound college student in New York have in common? All three are taking the same online course in psychology. Instead of c-learning (traditionally, in a classroom on campus), they're engaging in e-learning (electronically, online). Online courses aren't new; in fact, the term e-learning has been around since 1998, but the number of online course offerings and the sheer volume of college students enrolling in them have skyrocketed. E-learning is one kind of course delivery option you will most likely run into during your time in college if you haven't already. Most college students took distance classes during the pandemic, but many of these classes weren't designed as online courses. Instead, instructors had to transition them quickly from in-person classes so that students could continue their college coursework during the shutdown. Many students and instructors were challenged by their repurposed learning experiences during the transition; however, in one recent survey, 73 percent of respondents wanted the option to continue taking some of their courses fully online, post-pandemic , and in another study, 74 percent of students thought that online learning was better than or equal to on-campus learning overall.[3]

These are questions for us to consider at the beginning of this chapter: Can students really learn online? Can they learn as well as they could in a classroom? Course quality is always a factor in answering these questions, but research is ongoing. Some say time will tell, but so far, the results are promising. Online courses differ from in-person courses in several important ways, and online classes require you to adjust your learning strategies. Just like anything else, online learning has pros and cons, just as in-person classes do. Table 6.1 provides a preliminary list.

Online Learning Options

Perhaps to you, online learning makes perfect sense. You like the fact that online classes are organized and structured, and in most of them, you can work when and where you like—at midnight in your PJs if you prefer. To others, online learning is uncomfortably challenging with too many moving parts to keep track of. You miss real, live human interaction. "I need some actual people!" Online, exactly which *are* your virtual classmates, anyway?

hybrid course a class in which a portion is taught inside a traditional classroom and another portion is taught online; also known as a blended course

Of course, most college classes were **hybrid courses** even before the pandemic: they each had an online component and a classroom component. Students e-mailed professors, used a learning management system such as Canvas, Blackboard, Moodle, or D2L to track progress, uploaded assignments and downloaded handouts. But students still went to a physical classroom with classmates every week or perhaps only once or twice a term. That's why they're called hybrid (like cars: part electricity and part gasoline) classes.

If you haven't already, chances are you'll be engaged in distance learning in a totally online environment for at least one of your college classes. In fall 2018, there were 6,932,074 students (roughly 35 percent of college students) enrolled

Table 6.1 • Advantages and Disadvantages of Online Learning

PROS	CONS
• Bring education to you • Are convenient • Are flexible • Are accessible where Wi-Fi is available • Allow materials to be reviewed repeatedly • Provide access to an enormous repository of information • Allow each student to share opinions and information • Adapt to individual learning styles • Can be updated more quickly than print materials • Avoid travel time, expense • Help employees upskill	• Take more time • Require good time management skills • Make it easier to procrastinate • May feel isolating • May be less motivating than in-person courses • May require long periods of focus on screens • Reveal technology problems (bandwidth, screen resolution, etc.) • Have associated costs (high-speed internet, etc.) • May require time zone adjustments • Show differing levels of tech skills among learners • Are challenging for complex subject matter and performance courses (theater, music, etc.)

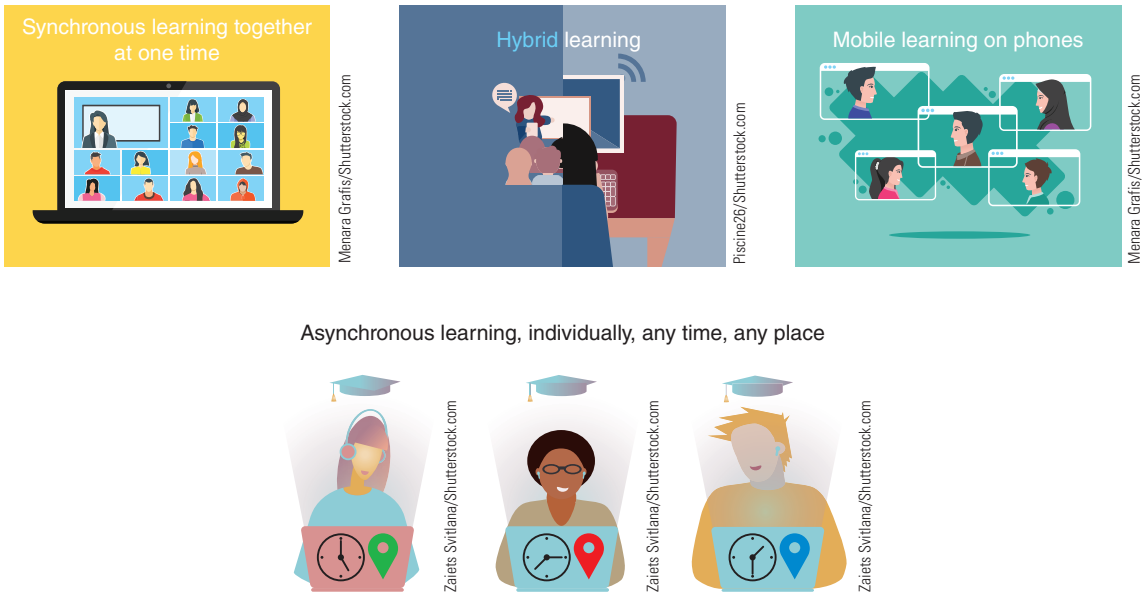
in distance education courses at colleges and universities, and since then that percentage has continued to rise sharply.[4] Since 2000, e-learning as a global industry has grown 900 percent.[5] Because online learning has catapulted to prominence, particularly over the last several years, you now have a full array of course delivery options to choose from as a college student (see Figure 6.2).

Some courses are now described as hybrid if they meet on campus at prearranged times and online otherwise. Other courses are described as hybrid if the classroom is equipped with special broadcasting equipment that allows some students to be in the physical classroom and other students to be viewing streaming video from elsewhere, such as at home. **Synchronous learning** takes place in online courses where you, your classmates, and your instructor meet together at the same time online via an online meeting platform, like Zoom,

synchronous learning students learning online with an instructor and classmates at the same time, often using a technology tool such as Zoom

Figure 6.2

Online Learning Options



© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

asynchronous learning students learning at different times in their own locations

mobile learning completing some or all of a course on a mobile device such as a phone

for example. **Asynchronous learning** takes place in online courses in which you work online independently with or without intermittent due dates to be met every week or so throughout the course. Other asynchronous classes are completed entirely at your own pace so long as you finish by the end date, sometimes never even meeting your instructor or other students. With **mobile learning**, you can log into your school's LMS and complete portions of a class using an app on your cell phone (although doing so can backfire if you use your phone for complex course content).

It's important to be familiar with the terminology to describe each possibility. If you have options for classes you need to complete your degree or certificate, choose the format that fits your learning style preferences, your personality, and your situation. For example, if prefer to learn kinesthetically, online learning with its visual (V), aural (A), reading and writing (R/W), and "hands-on," active keyboard components (K) will work well. If you're a motivated, introverted, independent learner, an asynchronous course may be preferable. And if all family members with conflicting schedules share the same car to commute, both synchronous or asynchronous formats may be good solutions over in-person options. A particular class you need may only be offered in-person, so the choice has already been made for you. And not only do online versus on-campus delivery options vary, but course timelines vary, too: full-term, half-term, weekend, or a compressed time frame meeting every day, all day for one week, for example. It might be too great a challenge to try to learn conversational Chinese in a week, but focusing on public speaking in a compressed fashion, a class in which you conduct research on speech topics, rehearse your speech delivery, and get feedback from an instructor and your classmates every day—an immersive learning experience—can work well. The research shows that "binge-ing" on course content, as you may do with Netflix shows, can be a great way to learn![6]

> "After the pandemic, BYOE [bring your own environment] work won't be limited to employees' homes. It will give people the freedom to seamlessly work from anywhere—whether that's their home, the office, the airport, partners' offices or somewhere else."
>
> *Technology Vision 2021*

Learning Strategies for Asynchronous Classes

E-learning can be a very effective way to learn, but it does require some adjustments. Here are some suggestions for making the best of your online learning opportunities. At the end of this section, you'll have an opportunity to go through "A Day in the Life of an Online Student" in Exercise 6.1 and manage the challenges that normally take place.

1. **Work hard.** Many students think that fully online courses will be easier than going to class. After all, you won't have to shower, get dressed, drive through traffic, and cruise the campus for 15 minutes to find a parking spot. These factors, in and of themselves, should be big time savers. Unless your class requires a webcam (to record yourself for an online public speaking class, for example), you're virtually invisible. But think about it this way: In an online course, you will have to do many of the things that your instructors normally do for you. In classrooms, they may simply walk around and pass out handouts. Online, you'll have to locate and download handouts yourself. You'll need to read everything carefully, both the items posted on the course management shell itself (like the course calendar, syllabus, reminder announcements, and instructions for each assignment) and every document you download. Instead of taking

a seat in the classroom to listen to your professor lecture at the front of the room, you will have to get the information yourself by downloading lecture notes, PowerPoint slides, or videos of your instructors' lectures. Some studies show that students work harder and longer online. Although convenience is a big factor, the belief that online courses are easier is a myth.

> "Computers themselves, and software yet to be developed, will revolutionize the way we learn."
>
> ***Steve Jobs, founder of Apple Computers (1955–2011)***

2. **Keep up.** Even though you may be "invisible" in online courses, you can't "hide." You'll likely have to keep up by posting regularly to the online **discussion board** and comment on your classmates' posts every week. Dario from the FOCUS Challenge Case received an e-mail from his instructor, asking where he was. If you decide to "take a vacation" in the middle of your online course, your instructor may inquire about your whereabouts, too. Just as you'd do for a face-to-face class, consider setting aside a specific time each week for your online course, like Tuesday and Thursday afternoons, and commit to reserving that time for online coursework. Putting online courses on "cruise control" is a bad idea.

discussion board an online forum that allows students to post their thoughts and communicate electronically with one another

3. **Get advice from other online students.** The first time you take an online course, ask a friend or classmate who has experience with this type of course for advice. That person may save you hours of online wandering with a few simple tips. Besides finding out how to navigate the course online, ask what student services are available online, like advising, tutoring, financial aid, enrollment, and tuition payments.
4. **Communicate your needs to your instructor.** If this is your first online course, ask your instructor for a general assessment of how much time investment per week is expected. Think about the three hours or so you usually spend per week in a face-to-face class or lab, and use that as a rule of thumb. (Of course, specifics depend on what else you have going on in other classes and your individual learning style preferences. And when you begin to see the grades you earn on the assignments you turn in, you may decide to invest more time on your own.) Remember, too, that your instructors won't be able to see your "huh?" looks when you don't understand something. Take direct action by e-mailing them, for example, instead of hiding behind your computer screen and hoping for the best. "The best" usually doesn't come to you; you have to work for it. On the other hand, before you fire off a quick question, reread the assignment. It may be that you just missed something simple, and your question is actually unnecessary.
5. **Stay in touch with other students in the course.** Rather than isolating yourself, which is a mistake, use e-mail to communicate with your cyber classmates to build an online **learning community**. They may be able to clarify an assignment or coach you through a tough spot. It's easy to feel alone in online classes. However, if the instructor assigns group projects, use the opportunity to contact classmates to set up extra small group meetings. Notice what classmates post to online discussion boards and then comment on what they say—then or after class via e-mail. If you contact a classmate for notes, suggest an online partnership or study group to dive more deeply into the material. You may have to be more proactive than you would be if you sat next to someone in an in-person class, but forming relationships with online classmates can be done!

learning community group of students who help one another learn

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

6. **Take notes.** When you're sitting through an in-class lecture, you handwrite notes to review later. Likewise, if you're reading lecture notes online, open a Word document and take notes as you are reading. Or open an e-tool, like evernote.com, which can work well for note taking.
7. **Keep your antivirus program up to date.** When you upload assignment files, you run the risk of infecting your instructor's computer with whatever viruses your computer may have. Make sure your antivirus software is up to date!

© Larry Hanwood Photography/Cengage
"Any occurrence requiring undivided attention will be accompanied by a compelling distraction."

Robert Bloch, American fiction writer (1917–1994)

8. **Create a productive learning environment.** Because you'll most likely do your e-learning at home, make sure the environment is right for learning. If your computer is next to the TV or your kids are acting up to get attention, move to another location that's calm, properly lit, and quiet.
9. **Use each login session as an opportunity to review.** Begin each online session by reviewing what you did or how much progress you made last time. Physically logging on can become a signal to take stock before moving forward with new course material.
10. **Organize, organize, organize!** In your face-to-face classes, you can keep courses separate in your mind by remembering where the different classrooms are located, for example, and who your classmates and teachers are. By contrast, in online courses you usually sit down in front of your same computer, and you might never even meet your classmates or teacher. You'll have to find ways to separate and organize materials for each class by using folders to separate them on your computer or in the Cloud.
11. **Call on your time management skills.** Create a course calendar, mark the due dates for each class, and review it at the beginning of every week. If your e-course is self-paced, you'll need to plan ahead, schedule due dates, and above all discipline yourself to make continual progress. For many students, this very thing is the biggest challenge of online courses. The instructor isn't there with you, insisting that you turn in assignments. If you're sharing a computer with other family members, you'll need to create a master schedule of who can use the computer when. Remember that you may need to be online at particular times to engage in class meetings or discussions, even in asychronous classes.
12. **Have a back-up plan.** Technology crashes from time to time, and system **platforms** go down, sometimes just when you need them. If you wait until the last minute to upload an assignment, you may find that your campus technology system is down or your student portal is unavailable because of scheduled maintenance. Get to know your campus tech support staff, and don't hesitate to contact them in an emergency. Work ahead, so that you don't fall behind if the dreaded "black screen" suddenly appears, signaling a tech failure. Watch for campus emails about system down time for scheduled upgrades, and work around it. In other words, take responsibility.

platform the learning management system (LMS) your campus uses, like Blackboard or Canvas, sometimes with a unique title for your school

If your paper is late because your Wi-Fi is down and you can't access it, expect to have points deducted. Most online instructors abide by syllabus rules, and they expect you to do the same.[7]

Exercise 6.1 A Day in the Life of an Online Student

You wake up and look out the window. It's a beautiful day, and—lucky you—it's your day off from work! While having your morning coffee, you check your Instagram feed for new photos and videos. You check your e-mail and find a tempting new Etsy sale from your favorite online shop, a few e-mails from friends, and an e-mail from the instructor of your online class. *Oh no, you think. I haven't done anything for my online class in a while, and there's a big assignment due tomorrow!* With a sigh you glance out the window one more time. It looks like you won't be able to spend the day relaxing outside like you thought.

Assume this is what your day looks like. For each entry in your hypothetical schedule, look at the obstacles that may get in your way, and describe how you'll address them.

8:00 A.M.

You pour yourself another cup of coffee and sit down to work on your online course, but you start to wander, electronically. You make a snap decision to devote some time to updating your LinkedIn account. You'll have to find a new job after you graduate, and it's never too soon to start the process. You've been procrastinating far too long.

SOLUTION:

_____

_____

10:00 A.M.

You successfully get yourself back on task, but you've hit another snag. You have your online course syllabus saved somewhere, and you have lots of questions about the assignment. Your instructor gave you contact info, but you can't afford to wait very long for a response.

SOLUTION:

_____

_____

10:30 A.M.

Now that you have clarification on the assignment, you dig into your work. You need to find four different sources for your research, but you're not having much luck. You try one Google search after another, but the websites don't seem to have what you're looking for.

SOLUTION:

_____

_____

(continued on next page)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 6.1 Continued

11:00 A.M.

You've finally located some reliable and useful resources for your assignment. As you continue to work, you find yourself copying and pasting a useful word here and there into your paper. Pretty soon, you're clicking and dragging phrases, then sentences into your assignment. *Am I plagiarizing?* you wonder.

SOLUTION:

_____

_____

12:00 P.M.

You're working hard, finding good resources, and using them ethically. Your phone rings. It's one of your friends, inviting you to lunch and a fundraising event downtown this afternoon. You glance at your watch. You've been working on this project for a couple of hours now; haven't you earned a little break? And besides, you'd be supporting a good cause.

SOLUTION:

_____

_____

7:00 P.M.

Looking back on the day, you've accomplished a lot. You've coped with understanding the assignment clearly, finding good resources and using them well, and managing your time. You're pretty happy with your work, but you wish there was a way to get some feedback on the assignment before you upload it to be graded.

SOLUTION:

_____

_____

11:00 P.M.

Turn in for the night. Tomorrow is a new "Day in the Life of an Online Student."

Learning Strategies for Synchronous Classes

When it comes to learning online, the good news is that you can take college courses from within the comfort of your apartment or home. The bad news is that not everyone is familiar with the basics of participating in synchronous classes via webcam. A Massachusetts Institute of Technology study of 6.9 million educational content videos reported that speaking directly into the camera as if the speaker were talking with others online is key.[8] Here is a summary of points worth considering:[9]

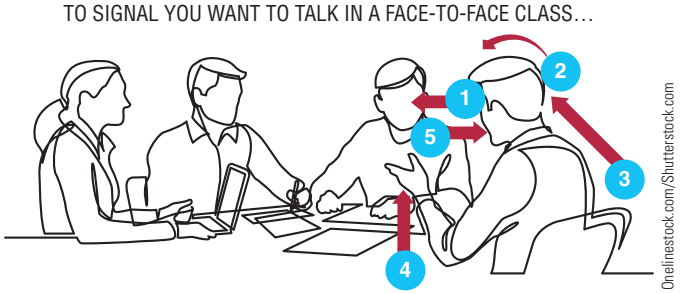
1. **Up your dynamism, vocally.** Adjust for the fact that speaking via a computer dampens your effectiveness. However, you're limited in the ways you can look and sound more energetic on camera. Moving around isn't really an option, nor are big, sweeping gestures, or strange, attention-getting facial expressions. Still, insert your personality, and remember that just adding energy to your voice can be enough to make your virtual presence more dynamic.

2. **Make sure your instructor and classmates can see you.** If you were setting up for a still shot, you'd ensure that your face was lit softly from the front, not from behind you. You want your audience to be able to make out your features, as opposed to looking like you're lurking in the shadows. Two lamps in front or to the sides of you can provide good lighting on your face, particularly if you darken other lights in the room. Also, your instructor may ask you to keep your camera on and your microphone off until you're ready to speak, for example. Popping on and off camera or multitasking with email or online shopping while your camera is off has consequences, especially when exam time comes around.
3. **Get fully set up before turning on your camera.** When other classmates are already online as you're finishing your own setup, there are often seconds (or minutes) of checking to see if your microphone is on and wiggling into position. A lack of readiness looks like a lack of caring.
4. **Dress simply so that the focus is on you, not your outfit.** This is one time to abandon making a fashion statement, whatever it is. Remember that white can flare on camera and make you look pale, and prints, plaids, and dots can bring unwanted busyness. Solid colors are best. People usually can't see your lower half, so assuming it's acceptable for class, wear yoga pants if it suits you. Just remember that you may have to stand up quickly in an emergency!
5. **Watch out behind you.** Plants behind you can look like they're growing out of your head on camera, and window glass can glare. And if people are trying to decipher the words on the Shakira concert poster hanging on the wall behind you, they won't be listening to your contributions. Construct a set, like you would for any production, or as a second option, choose to blur your background if the video conferencing software allows. Remember, too, that your instructor may or may not encourage an exotic background, like you hanging out on the beach or starring in your own video game.
6. **Look them in the eye.** It's awkward not to have real people in front of you as you speak, and it can be unnerving to watch that awkwardness online. People often look up, down, or off to the side because they're uncomfortable. Trustworthiness and competence are communicated via eye contact, so it's best to look at the webcam at or just above eye level. Maintain simulated eye contact and try to look directly into the webcam as much as you can even though it feels awkward.
7. **Don't sit too close to the camera.** In one recent survey, 15 percent of viewers were annoyed by people sitting too close to the camera. (Hearing people eat while online came in at number two.) Make sure the webcam is far enough away to capture your shoulders and your entire face with a little extra room.
8. **Remember that Zoom Fatigue is a real thing.** Science indicates that Zoom Fatigue, as it's now called, is real with symptoms such as blurry vision, aches and pains from sitting, self-consciousness, lethargy (like your energy has been zapped), boredom, and feelings of exhaustion. One reason is that people struggle to read each other's signals. For example, in normal conversation during a face-to-face class, you use

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 6.3

Taking Turns Online: All These Normal "I'd like a Turn" Signals Are Flattened or Hidden Onscreen, Yet We Try to Interpret Them Anyway.



roughly five signals to let others know you'd like to speak. (Follow along in Figure 6.3.) You:

- Break eye contact with the previous contributor.
- Nod your head more and more vigorously.
- Lean your body in.
- Raise your hand to gesture.
- Open your mouth, draw a breath, and start talking.

Most of us aren't even aware of these signals, yet we "follow the rules" when we speak in person. However, Zoom and its counterparts are designed for one speaker at a time, rather than several people exchanging information and opinions. When you want to request a speaking turn virtually, you could try these signals, like nodding your head vigorously or raising your hand to gesture, but these cues happen as you look straight ahead in the isolation of the Zoom square, and the give and take of what happens in concert with others is missing. And deciphering such small signals from several individual headshots at once is hard work! So, people don't contribute (which leads to a deafening silence) or they talk over one another. Instead, find ways to speak up, or if you're uncomfortable talking, use the chat box to your advantage as an introduction to speaking aloud. Use the video conferencing tool's emojis such as applause or a thumbs up to show you're engaged, and then use the raise your hand tool whenever you have something to say.

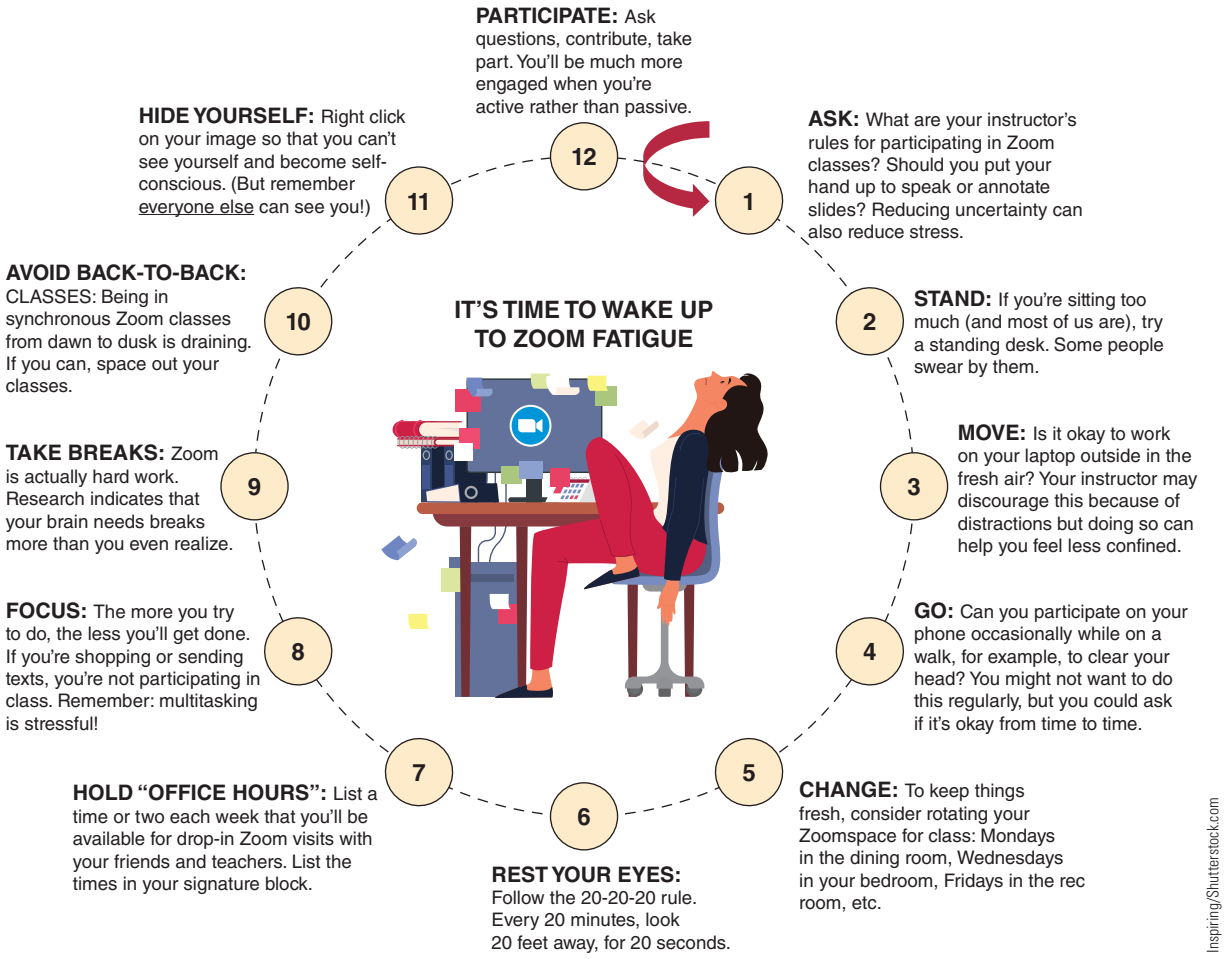
Remember that it's not all "Zoom Doom" (see Figure 6.4). Tech tools like Zoom allow us to do amazing things in synchronous courses, and following this advice will likely boost your confidence and your success!

Writing Effective Online Messages

You don't just present yourself visually in online classes, you present yourself through your writing via e-mail. Online communication has particular rules you must follow. For example, when you're writing discussion board posts in a hybrid or online course, it's important to be civil. "How could anyone ever possibly think that?" as a post to a classmate's entry may be honest, but it's hardly collegial. Instead, why not say, "That's something I hadn't thought of. Can you explain more about it?" Think about the Golden Rule of online posts: How would you feel if a classmate shot down a good idea of yours? Be respectful. When classmates post an idea, they're putting their egos on the line—or so it feels. Remember that you can disagree with classmates online, but never disrespect them personally. "I thought we were always supposed to use good grammar on this discussion board. Jerome's

Figure 6.4

Avoiding Zoom Doom


PARTICIPATE: Ask questions, contribute, take part. You'll be much more engaged when you're active rather than passive.
ASK: What are your instructor's rules for participating in Zoom classes? Should you put your hand up to speak or annotate slides? Reducing uncertainty can also reduce stress.
STAND: If you're sitting too much (and most of us are), try a standing desk. Some people swear by them.
MOVE: Is it okay to work on your laptop outside in the fresh air? Your instructor may discourage this because of distractions but doing so can help you feel less confined.
GO: Can you participate on your phone occasionally while on a walk, for example, to clear your head? You might not want to do this regularly, but you could ask if it's okay from time to time.
CHANGE: To keep things fresh, consider rotating your Zoomspace for class: Mondays in the dining room, Wednesdays in your bedroom, Fridays in the rec room, etc.
REST YOUR EYES: Follow the 20-20-20 rule. Every 20 minutes, look 20 feet away, for 20 seconds.
HOLD "OFFICE HOURS": List a time or two each week that you'll be available for drop-in Zoom visits with your friends and teachers. List the times in your signature block.
FOCUS: The more you try to do, the less you'll get done. If you're shopping or sending texts, you're not participating in class. Remember: multitasking is stressful!
TAKE BREAKS: Zoom is actually hard work. Research indicates that your brain needs breaks more than you even realize.
AVOID BACK-TO-BACK: CLASSES: Being in synchronous Zoom classes from dawn to dusk is draining. If you can, space out your classes.
HIDE YOURSELF: Right click on your image so that you can't see yourself and become self-conscious. (But remember everyone else can see you!)
IT'S TIME TO WAKE UP TO ZOOM FATIGUE
1
2
3
4
5
6
7
8
9
10
11
12

Inspiring/Shutterstock.com

posts are full of mistakes." There's no need to put Jerome on the spot. On the other hand, using good grammar and correct spelling will be important to your instructor, so be conscientious in that regard.

Another thing your instructor will insist on is that your posts are sufficiently informative. When you are in a hurry, it's tempting to write as little as possible, like "Alicia is right on target!" as your entire entry. Tell why. Mention parts of her argument you agree with, and explain your endorsement. A discussion board is a place for back-and-forth dialogue, not Tweet-like comments for other people to decipher.

Of course Tweets and text messages are used more often in social contexts than academic ones, but some of the same rules apply. Breaking up with your romantic partner by sending a text message would probably be perceived as a cowardly "low blow." Simply put: Certain situations call for certain types of messages.

E-mail that you send your instructor has netiquette (online etiquette) standards you should follow, too. Take a look at these widely accepted rules for academic settings:

1. **Don't send a message you don't want to risk being forwarded to someone else.** Doing so has caused many a fretful night. ("Aaaaakkk! What have I done?")

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

2. **Don't hit "send" until you've given yourself time to cool off, if you're upset.** You may want to edit what you've written.
3. **Don't be too casual.** Use good grammar and correct spelling. Your instructors consider e-mails to be academic writing, and they'll expect professionalism from you. "Hey Prof, this is a heckuva cool class!" may sound enthusiastic, but it's not professional. Language that you use for texts and IMs is not appropriate for academic correspondence.
4. **Don't forget important details.** Include everything the reader needs to know. For example, if you're writing to an instructor, give your full name and the name of the course you're writing about. Professors teach more than one class and have many students.
5. **Don't hit the "Reply to All" key when you mean to hit the "Reply" key.** Many e-mail message writers have been horrified upon learning that hundreds or thousands of people have read something personal or cranky that was meant for just one reader. See Exercise 6.2 for examples of common e-mail mistakes so that *you* don't accidentally make them.

Exercise 6.2 How *Not* to Win Friends and Influence People Online

All four of these e-mail messages from students violate the rules of netiquette. See whether you can identify the rule number for netiquette in academic settings that's been violated in each case.

From Matt Rule:_____

Professor X,

I just looked at the online syllabus for Academic Success 101. Why didn't you tell us that our first paper is due on Monday? I will be very busy moving into a new apartment this weekend. Writing an essay for your class is the last thing I want to have to think about.

From Tiffany Rule:_____

Prof X,

i didn't know u were makin us write a paper over the weekend i won't be able to do it. i hop you don't mind

From Xavier Rule:_____

Dear Mrs. X,

I'm in one of your online classes. I can't get my paper done. Let me know what I should do.

From Dameon Rule:_____

Hey, Section 3

Can you believe our instructor? She assigns a big writing assignment after only one day of class! Who in their right mind would be remotely interested in sitting in their crummy little room writing a bunch of meaningless junk, when we haven't even learned anything yet? What kind of teacher are we stuck with here? Somebody out there respond to me, OK? I'm totally hacked off!

Discuss your responses with your classmates. Do you all agree on which rules were broken in the four examples provided? See whether you can create some new examples that violate other rules.

6. **Don't risk being perceived as rude.** If you're sending an attachment to an instructor, include a brief message along with it. Generally, it's considered discourteous not to include at least a brief message that explains what you're sending and why. It's also seen as rude if you don't acknowledge that you've received an e-mail at all. The sender doesn't know if you ever saw it, so it's important to respond, even if it's only a short message, like "Got it."

Research Skills and Your College Success

"We are drowning in information, but starved for knowledge."

John Naisbitt, author of* Megatrends: Ten New Directions Transforming Our Lives, *on the* New York Times *best seller list for two years (1929–2021)

Many of your class assignments in college will require you to conduct research. Why? Aren't you in college to learn from your instructors? Why do they ask *you* to do research on your own?

There are unanswered questions all around us in everyday life. Some questions are simple; others are complex. How much time will it take to get across town to a doctor's appointment during rush hour? What can you expect college tuition to cost by the time your kids are old enough to go? What are the chances that someone you know who has cancer will survive for five years? Research isn't necessarily a mysterious thing that scientists in white coats do in laboratories. Research is simply finding answers to questions, either real questions you encounter every day or questions that are assigned to you in your classes. Doing research on your own can be a powerful way to learn, sometimes even more so than hearing answers from someone else, even if those people are your instructors. Going off to a research expedition in the library may sound like exhausting busywork, but the skills you stand to gain are well worth the effort.

Conducting research teaches you some important things about how to formulate a question and then find answers. And it's not just finding answers so that you can scratch a particular assignment off your to-do list. It's about learning an important process. When you get into the world of work, your instructors

WHAT RESEARCH IS *NOT*	WHAT RESEARCH IS
Research isn't just going on a "search and employ" mission. It's not just seeing what all you can find and then using it to check off an assignment on your to-do list.	**Research starts with a question.** If an assignment is broad, as Dario's was, you must come up with a specific question to research yourself. (More about that later.)
Research isn't just moving things from Point A (the library) to Point B (your paper).	**Research is a process with a plan.** A plan was something Dario lacked. He jumped in without a question—or a plan.
Research isn't random rummaging through real or virtual files to find out something.	**Research is goal-oriented.** You've formulated a question, developed a plan, and now you begin to find answers by using both online sources and ones that sit on your library's shelves.
Research isn't doing a quick internet search. The cutting and pasting Dario did to fill up his five pages is actually plagiarism!	**Research often involves breaking a big question into several smaller ones.**[10]

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

won't be there to supply answers, so knowing how to figure things out on your own will be key to your success. So, exactly what is college-level research?

Navigating the Library

You've probably heard this since you were a child: "The library is your friend." As a young child, it was exciting to go to the library, choose a book, check it out with your own library card, and bring it home to read. Now, being "exiled" to the library to do research for a paper may seem like torture that can ruin a perfectly good weekend. But if you look at things differently, it can be a mind-expanding trip into places unknown. The truth is that in college the library should be more than just a friend. It should become your best friend! Beyond navigating the web to find research for your assignments, as most students do, it's important to learn your way around the actual, physical space of the library on your campus. The library has many useful resources, including real, very knowledgeable librarians who are there to help you. Asking a reference librarian for help can save you hours of unproductive digging on your own. Here are some of the resources your library offers and how you should use these resources when you're assigned a research project:

- **Card Catalog.** Explore your library's catalog that lists all the books available to you. Card catalogs used to be actual cards in file cabinet drawers, but now most libraries put all the information about their holdings online. Go to your college's website, and from there you can find your way to your college library's home page and onto the library's digital catalog. Let's say Dario follows these instructions and finds this book in his campus library's catalog: Cybersecurity for Everyone, by David B. Skillicorn. Boca Raton: CRC Press, 2021. The call number for the book is QA76.9.A25eb, based on the Library of Congress classification system, which most college libraries use. (Some libraries, like your community's public library, may use the Dewey Decimal system. One advantage of the Library of Congress system is that books usually have the same number, no matter which library you find them in. That's not always true for the Dewey Decimal system.) The Library of Congress number identifies this item as a book about cybersecurity. Now, after identifying other possible useful books, Dario needs to make his way to campus and find the actual book on the shelf.

"I find that a great part of the information I have was acquired by looking up something and finding something else on the way."

Franklin P. Adams, American journalist and radio personality (1881–1960)

database a collection of data located on a computer that can be searched to gather and retrieve information

- **Databases.** If you go to your library's home page, you can link to the list of online databases it subscribes to. Databases identify articles from academic journals and sometimes contain entire articles online. Generally, different databases exist for different disciplines, for example:

Education	**ERIC** (Education Resources Information Center)
Psychology	**PsycINFO™**
Business	**Business Source Premier**

But more general databases also exist. Dario might want to search through these:

Academic Search Premier

WilsonWeb OmniFile Full Text Mega

The key to making the most of databases is to find the right search words to plug into the database's search engine. That's where a short coaching session with a real reference librarian can be enormously helpful. You can have productive results or no results at all, just by slightly altering the search words you enter. Also, check Google Scholar online. It will search academic literature, including journal **abstracts** and articles, dissertations and theses, and books, across many different disciplines.

abstract a brief summary of an academic body of work

- **Stacks.** Physically walk through the stacks or collections of books and periodicals (journals, magazines, newspapers, and audiovisual resources, for example). Get to know the stacks in your library, and figure out how to find what you need. Look for the Library of Congress numbers posted on signs at the end of each row of books. When Dario finds the book he's looking for, he's likely to find other books in the library's "QA" section that would also be useful to him. That's why even though doing online research is convenient, there's no substitute for "being there."

Information Literacy and Your College Success

Much of the research you do for your college assignments will take place online. **Information literacy** is defined as knowing *when* you need information, *where* to find it, *what* it means, *whether* it's accurate, and *how* to use it. Simply put, it's "the ability to use technology to solve information problems." Information literacy includes five components, as shown in Figure 6.5. Think about them as a step-by-step process as we work through Dario's assignment.[11]

information literacy a set of abilities that includes recognizing when information is needed and then locating, evaluating, and using that information effectively

Step 1. Define

Define what the assignment requires of you. Dario was assigned a *research* paper. He wasn't being asked to summarize or *evaluate* a topic. He was asked to *find out about it*. But user privacy and data access rights is a huge topic. He must narrow it down and decide which specific research question (or questions) he wants to focus on.

If you were assigned the paper Dario was assigned, and you knew very little about User Privacy and Data Access Rights, you might start as he did, by Googling your topic to help you define it. But the internet is huge and unstructured. There's really no way to organize that much information into simple, neat categories.[12] And how do you whittle down millions of hits? According to *Search Engine Journal*, 75 percent of Google users don't look further than the first page of their Google results, regardless of how many hits they get![13]

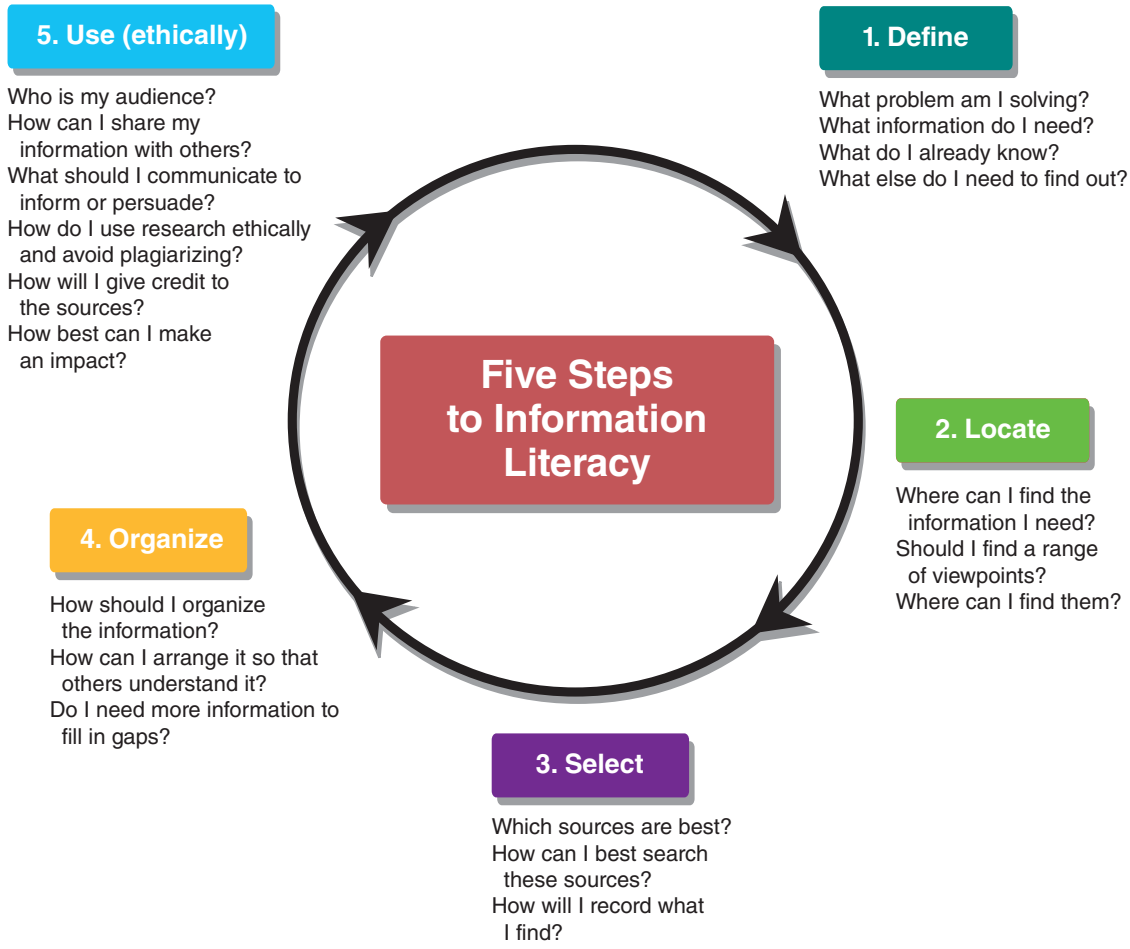
If you don't know anything about the topic you need to research—absolutely nothing at all—the internet is a great place to start. You can type in "user privacy" and "data access rights," and within the blink of an eye, information appears. The problem is that you now have too much information, and the challenge is knowing what to do next. Your college instructors will insist you go beyond the internet and avoid relying too much on encyclopedias and Wikipedia. College requires you to do more research than you've probably done before, and to do it differently.

> "Research is formalized curiosity. It is poking and prying with a purpose."
>
> ***Zora Neale Hurston, American folklorist, anthropologist, and author (1891–1960)***

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 6.5

Five Steps to Information Literacy


5. Use (ethically)
Who is my audience?
How can I share my information with others?
What should I communicate to inform or persuade?
How do I use research ethically and avoid plagiarizing?
How will I give credit to the sources?
How best can I make an impact?
1. Define
What problem am I solving?
What information do I need?
What do I already know?
What else do I need to find out?
Five Steps to Information Literacy
2. Locate
Where can I find the information I need?
Should I find a range of viewpoints?
Where can I find them?
4. Organize
How should I organize the information?
How can I arrange it so that others understand it?
Do I need more information to fill in gaps?
3. Select
Which sources are best?
How can I best search these sources?
How will I record what I find?

Adapted from Wood, G. (2004, April 9). Academic original sin: Plagiarism, the internet, and librarians. *The Journal of Academic Librarianship, 30*(3), 237–242; Samson, S. (2010, May). Information literacy learning outcomes and student success. *Journal of Academic Librarianship, 36*(3), 202–210.

"I learned the value of hard work by working hard."

Margaret Mead, American anthropologist (1901–1978)

Dario could have used the websites that Google brought up to help him *define* and *refine* a specific research focus, instead of being overwhelmed by the number of hits. Consider these more focused research topics or questions, which Google or Wikipedia could have led him to:

1. **Why is user privacy important?** (Why is it important?)
2. **What privacy challenges are being worked on currently?** (Where will privacy practices go in the future?)
3. **Three personal questions about data privacy and user rights: Where is your important data stored? Do the right people (and only the right people) have access to it? Do you know that they're using your data correctly?** (What are the challenges of trying to make it happen?)

Let's take that last focused topic and run with it. In this case we've taken a big, broad topic and broken it down into three specific questions or subtopics to research. Your preliminary Google and Wikipedia searches can help you identify what the smaller chunks of your topic could be.

But they can't do *all* the work for you, and you can't stop there, as Dario did. You have to know what to do next. (If you think this process is challenging, you're not alone. In one study, only 35 percent of college students knew how to narrow a Google search!)[14]

> "Having all the information in the world at our fingertips doesn't make it easier to communicate: it makes it harder. The more information you're dealing with, the more difficult it is to filter down to the most important bits."
>
> ***Laszlo Book, cofounder and CEO of Humu, former senior vice president of People Operations of Google, and author of* Work Rules!**

Step 2. Locate

If you've identified electronic sources, bookmark them in a file labeled with the name of your project. If they're print resources, physically find them in the library. If they're not available in your own campus library, see whether it participates in an interlibrary loan agreement among libraries. Your own library may be able to borrow the resource from another library. (But be aware that this process may take up to two weeks or so. That's why it's important to start your research projects early!) See Box 6.1 for a highly experienced reference librarian's views on the top five research mistakes first-year students make (so you can avoid them).

Box 6.1 The Top Five Research Mistakes First-Year Students Make: Advice from a Reference Librarian

Are you guilty of any of these common mistakes first-year students make?

1. **Selecting a topic that is too broad.** Students often start out with a very general topic, and sometimes have a hard time narrowing the focus. Trying to write a paper on "recycling" sets you up for an impossible task. Entire books have been written on that subject. Figuring out which words to use can be tricky, too. If you search Google or databases by entering the word "green," you'll get everything from "lime, mint, olive, and avocado" (meaning shades of green, not foods) to "Kermit, the frog." Brainstorming different search words and noting the usable results is half the battle.
2. **Taking short cuts.** Major search engines are a great place to start, but don't stop there. Just using Google or Safari is the equivalent of academic "wimping out," like just grabbing something quick from a vending machine when there's so much more nutritious and satisfying food out there. Libraries buy many different electronic databases that have a wealth of information: articles, books, and book chapters, for example. Learn how to use these library databases and really mine them for information. Finding useful information takes time and patience!
3. **Devoting too little time.** Students frequently underestimate how long the research process will take. There are multiple steps required to doing thorough research. It's not a last-minute process, and procrastination isn't the answer. Even if you write like a pro, you can't complete a research paper in an hour or two. Just getting in materials you've ordered from another library can take several weeks.
4. **Not evaluating sources.** Many students don't look closely enough at the sources they find, and then they end up making poor choices or using the first items that come up in search results. Instead, as you scan your results, look for hints about authenticity and accuracy. Compare your findings with other authoritative sites. Note the domain extension (like .gov, for example). One hit may lead you to another, which leads you to yet another. Evaluate your search results and be selective about what you use. Not all sources are created equal; make sure yours are credible ones that support your argument.
5. **Copying and pasting.** Students sometimes use someone else's work without correct and thorough documentation of the source, especially when time is running out. You can end up plagiarizing unintentionally just because you don't understand how to cite your sources. Or you may intentionally cut and paste to save yourself time and effort. But either way, you're putting your academic success at high risk.

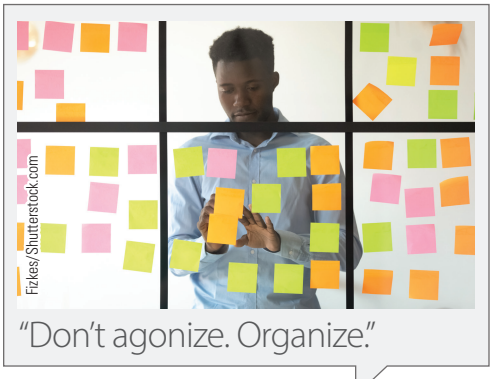
The biggest mistake students make is not asking the reference librarian for help at the beginning of the research process! That's why librarians are there—to provide guidance and help with all of these common mistakes. Continue reading this chapter for more strategies on making the most of your research time.[15]

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Step 3. Select

The Information Age surrounds us with huge amounts of data of all kinds. With so much information available, how do we know what to believe? Whether or not it's true, we tend to think that if something is on television or in a book or online, it must be important. But in any of these cases, we need to exercise our critical thinking skills and turn them into critical searching skills. Just because information is published doesn't automatically make it right or true. In particular, some of the so-called research you encounter online may be bogus, containing inaccuracies or bias. You must read, interpret, and evaluate research to decide whether to use it. Use these five criteria to evaluate any website you come across, and after you read about the criteria, try your hand at Exercise 6.3:

1. **Currency.** How up to date is the information? Some websites don't list a date at the bottom of the screen (where copyright information is often found). If you don't see one, try using other hints on the site to get at how old the information is ("According to a study published in 1995 . . ."). You may find that you need to search for something more up to date.
2. **Accuracy.** How accurate is the information presented? If a website makes an unbelievable claim ("Grow a new head of hair in just six weeks!") or presents shaky statistics to make a case, it's important to be skeptical. Take responsibility to validate the information elsewhere.
3. **Authority.** Does the sponsor of the website have the credentials to post the information you see? Chances are "Steve's Picks" or "myfavoritemovies .com" is a collection of one person's opinions. Compare that to a film reviewer's site with information compiled by a professional film critic for a major newspaper. Which one would you trust more? You may not agree with Steve or the professional film critic, but one has credentials, and the other doesn't.
4. **Objectivity.** Does the website sponsor have a reason to convince you of something, or is it presenting unbiased information? If the site wants you to order something online because it claims to have better products than those you can buy at a store, for example, you should be suspicious.
5. **Coverage.** If a website just presents one side of an issue or a very small piece of a larger picture, check to make sure you're getting all the information you need. If you're left wondering, *But what about . . .* ? you're probably having the right reaction.



Florynce Kennedy, American lawyer and activist (1916–2000)

Step 4. Organize

Now that you have located the information you need, using a variety of sources, and selected those that will be most useful to you in your research project, it's time to organize. Dario's paper will be easier to write now that he has created three subtopics: *Where* are data stored? *Who* wants access? and *How* will they use it? He should begin taking notes on index cards or highlighting pieces of information he wants to quote word-for-word (giving credit to the author) or paraphrase (putting information into his own words). He can literally put the index cards, printed articles, and photocopied pages from books he found while doing his research into

Exercise 6.3 Selecting Research for a Class Assignment

Based on criteria like the ones we've been discussing, take a look at this actual list of possible sources for an assigned paper about user privacy and data access rights. If you were actually writing this paper for class (entitled, "Hey, You, Get Off of My Cloud"), which one(s) would you choose to look up or get copies of and why? Which one(s) would you probably eliminate and why?

1. Devanesan, J. (2021, January 28). 3 data privacy trends to expect in 2021. *TechHQ*. Retrieved from https://techhq.com/2021/01/3-data-privacy-trends-to-expect-in-2021/
2. Stempel, J. (2021, August 2). Zoom reaches $85 m in settlement over user privacy, "Zoombombing." *Reuters*. Retrieved from https://www.reuters.com/technology/zoom-reaches-85-mln-settlement-lawsuit-over-user-privacy-zoombombing-2021-08-01/
3. Horaczek, S. (2020, December 29). Start 2021 by fixing your online privacy. *Popular Science*. Retrieved from https://www.popsci.com/story/technology/online-privacy-security-tips/
4. Boerman S. C., Kruikemeier, S., & Borgesius, F. J. Z. ((2018). Exploring motivations for online privacy protection behavior: Insights from panel data. *Communication Research*. Retrieved from https://journals.sagepub.com/doi/pdf/10.1177/0093650218800915
5. Githinji, R. (2020, December 16). 14 ways to protect your online privacy (in 2021 and beyond). *Privacy Savvy*. Retrieved from https://privacysavvy.com/security/safe-browsing/protect-online-privacy/
6. Staff. (2021, February 10). 75% of Americans very concerned about online privacy, but most don't take any significant action. *Security Magazine*. Retrieved from https://www.securitymagazine.com/articles/94560-of-americans-very-concerned-about-online-privacy-but-most-dont-take-any-significant-action
7. Molesky, C. (2018, May 28). Striving to find more privacy online in 2021. *NBC 15*. Retrieved from https://www.nbc15.com/2021/01/04/striving-to-find-more-privacy-online-in-2021/
8. Menand, L. (2018, June 11). Why Do We Care So Much About Privacy? *The New Yorker*. Retrieved from https://www.newyorker.com/magazine/2018/06/18/why-do-we-care-so-much-about-privacy

After you've considered all eight options and the reasoning behind your choices, discuss your decisions in class or online.

three piles and work from those. Organization is the key to an excellent research paper. To help you keep track of the sources you find, you should follow these suggestions.

> "Work is either fun or drudgery. It depends on your attitude. I like fun."
>
> ***Colleen C. Barrett, President Emeritus, Southwest Airlines, first woman to serve as president of a major airline***

- **Make sure you pay attention to details.** Write the name of the book or article, author, place of publication, publisher, date, or URL at the top of an index card with your notes or on a photocopied page of information you plan to use.
- **Create a category to keep track of your own work.** If you have ideas of your own that don't come from any book, write them on cards or pages, too, and label them, "My Own Ideas."
- **Learn how to use Google Docs, if you don't know how.** Google Docs can serve as an alternative to index cards in some ways. Use a Cloud storage platform, like Google Drive or Dropbox. You can store various parts of your research and continue to work on them from anywhere. They are great organizational tool for busy students.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"The first principle is that you must not fool yourself, but you are the easiest person to fool."

Richard P. Feynman (1918–1988), Winner of the 1965 Nobel Prize for Physics

Step 5. Use (Ethically)

You've done your research, and now it's time to share it with the world (or at least your instructor) either through the written word, the spoken word, or both. One of the most important things you can learn as a new student is not only how to *use* your research, but how to use *your* research. Some students think that because the internet is out there, they can just use it. Other people have already made volumes upon volumes of prior research available. They've "been there; done that." Why reinvent the wheel? The reason is because the internet is simply a tool, just like your library's online databases are tools. You must learn how to use the tool—the internet—ethically. If your boss asks you for a report on the job, cutting and pasting from the internet is unlikely to be an option. You must conduct your own research, analyze it, and compile it for a written report or oral presentation. We'll focus on developing speaking and writing skills elsewhere, but learning how to use the internet ethically is a good place to start now.

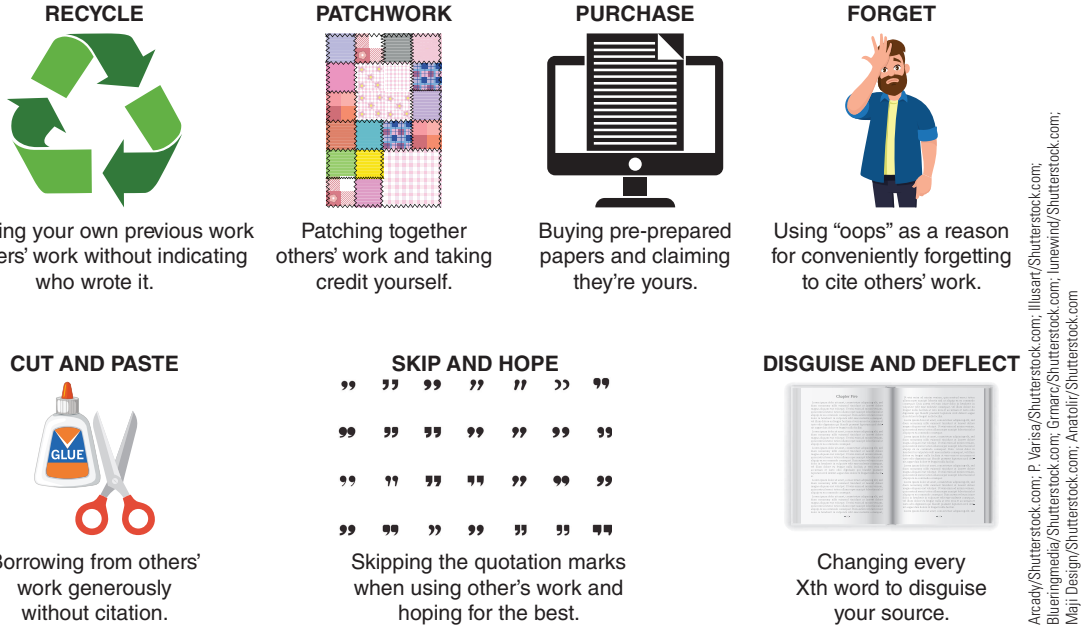
Downloading Your Workload: The Easy Way Out?

plagiarism using or copying other's words or ideas without crediting them as the source

One of the trickiest aspects of writing papers for your college courses can be expressed in these three words: *What is* ***plagiarism****?* You may wonder: How do I do research methodically in steps so that I don't run out of time, leaving plagiarism as an attractive alternative? Or if an assignment feels as though it's busy work that has nothing to do with my life, is plagiarism really such a bad thing? Or isn't anything published on the internet free, valid, and available to use?[16] Figure 6.6 shows seven of the most common ways to plagiarize so that you can remember to avoid them in your academic work.

Figure 6.6

7 Common Ways to Plagiarize


RECYCLE
Recycling your own previous work or others' work without indicating who wrote it.
PATCHWORK
Patching together others' work and taking credit yourself.
PURCHASE
Buying pre-prepared papers and claiming they're yours.
FORGET
Using "oops" as a reason for conveniently forgetting to cite others' work.
CUT AND PASTE
GLUE
Borrowing from others' work generously without citation.
SKIP AND HOPE
Skipping the quotation marks when using other's work and hoping for the best.
DISGUISE AND DEFLECT
Changing every Xth word to disguise your source.

Arcady/Shutterstock.com; P. Varisa/Shutterstock.com; Illusart/Shutterstock.com; Blueringmedia/Shutterstock.com; Grmarc/Shutterstock.com; lunewind/Shutterstock.com; Maji Design/Shutterstock.com; Anatolir/Shutterstock.com

First of all, you should understand the difference between *intentional* and *unintentional* plagiarism. Intentional plagiarism is deliberately downloading a paper from an online source or cutting and pasting text from a website or book, as Dario did, for example. However, you run the risk of committing unintentional plagiarism if you don't understand what plagiarism is or you forget which book you used, so you don't cite the words you've borrowed from someone else. Intentional plagiarism is cheating, pure and simple. Technology today makes plagiarism all too convenient and easy, but by the same token, finding plagiarism in students' papers has become easy for instructors, too. Instructors look for clues, such as tell-tale footnotes that linger or text of a different color that comes through even when students try to remove it. It's also easy for them to spot a "padded" works cited list of references (that weren't actually used) so that students appear to have done extensive research when they may not have. If you **paraphrase** someone else's work or ideas by putting them into your own words, just remember to add an **in-text citation** noting who wrote it and when and a full **citation** in your **works cited** or reference list at the end of your paper. See these examples:

"Borrowed thoughts, like borrowed money, only show the poverty of the borrower."

Lady Marguerite Blessington, English socialite and writer (1789–1849)

Original quotation: "The four pillars of cybersecurity are confidentiality, integrity, availability, and safety. All these go together, hand in hand" (Moschovitis, 2021).

Paraphrase with in-text citation: What is included in cybersecurity as a broad term? Confidentiality, integrity, availability, and safety are four key components (Moschovitis, 2021).

Full citation in Works Cited: Moschovitis, C. (2021). *Privacy, regulations, and cybersecurity: The essential business guide*. New York: Wily.

The bottom line? Follow the guidelines you get from your instructors. And if you don't understand them or your instructor assumes you already know them, ask questions. Remember that both quotation marks and citations are your friends! Both intentional and unintentional plagiarism can hurt you academically. Figure 6.7 will help.

paraphrase to give a synopsis of someone else's words or thoughts using your own words

in-text citation a reference made within the body of a paper or article to a source used to obtain information on a particular topic or point. An in-text citation should be used for both direct quotations and paraphrases

citation an individual reference within the Works Cited or References section of a research essay or article

works cited a list of the sources cited in a research paper or article that appears at the end of the paper or article

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 6.7

Quick Study: Do Paraphrase; Don't Plagiarize

DO PARAPHRASE; DON'T PLAGIARIZE

When you get a writing assignment in college, instructors always give this advice:

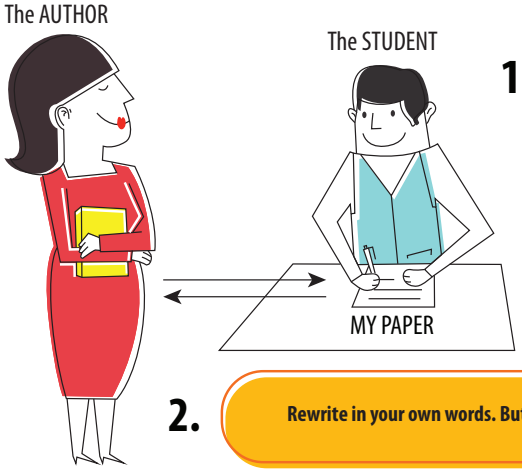
Make sure you put things into your own words!

But what does that mean, exactly? Follow along for more specifics that will help you avoid the paraphrasing vs. plagiarizing problem in your academic work.

Q. What is paraphrasing? Let's say the author says, AAAAAAAAAA.

A. Paraphrasing is saying the same thing—differently. You can write, A a @ ä ā à å. There are many ways to say "A."

HOW TO USE YOUR OWN WORDS BUT STILL GIVE CREDIT WHERE CREDIT IS DUE!



1. **Always give credit to the author when you quote or paraphrase. Do this by:**

- Referring to the author and the source, **As Staley notes in *FOCUS on Community College Success.***
- Using quotation marks around any borrowed words, **"The key to making the most of databases is to find the right search words to plug into the database's search engine."**
- Using your instructor's citation requirements, which may be **MLA** (Modern Language Association), **APA** (American Psychological Association), or **Chicago Manual Style**.

2. **Rewrite in your own words. But how?**

- **Take notes in your own words as you read,** and avoid unintentional plagiarism.
- **Read the original passage, and then describe what you read to a friend.** Write down the words you used and make it more readable. That's your paraphrase!
- **Add new information.** That will make the passage different, assuming it fits the rest of your paper.
- **Make two sentences** out of one longer, complex one.
- **Ensure you don't "hype" your writing.** Write to express, not to impress.
- **Use as many of these techniques as possible.**

DON'T use quotation marks when you use a common term or idea, like learning styles or critical thinking, for example.

OTHER PARAPHRASING TIPS

1. Put the passive voice into the active voice (or vice versa): **As Staley notes…** versus **As noted by Staley…**

2. Change parts of speech: **organize** (verb) versus **organization** (noun).

3. Make passages **l o n g e r** or **shorter.**

4. Use synonyms: **resilience** (or hardiness, or toughness).

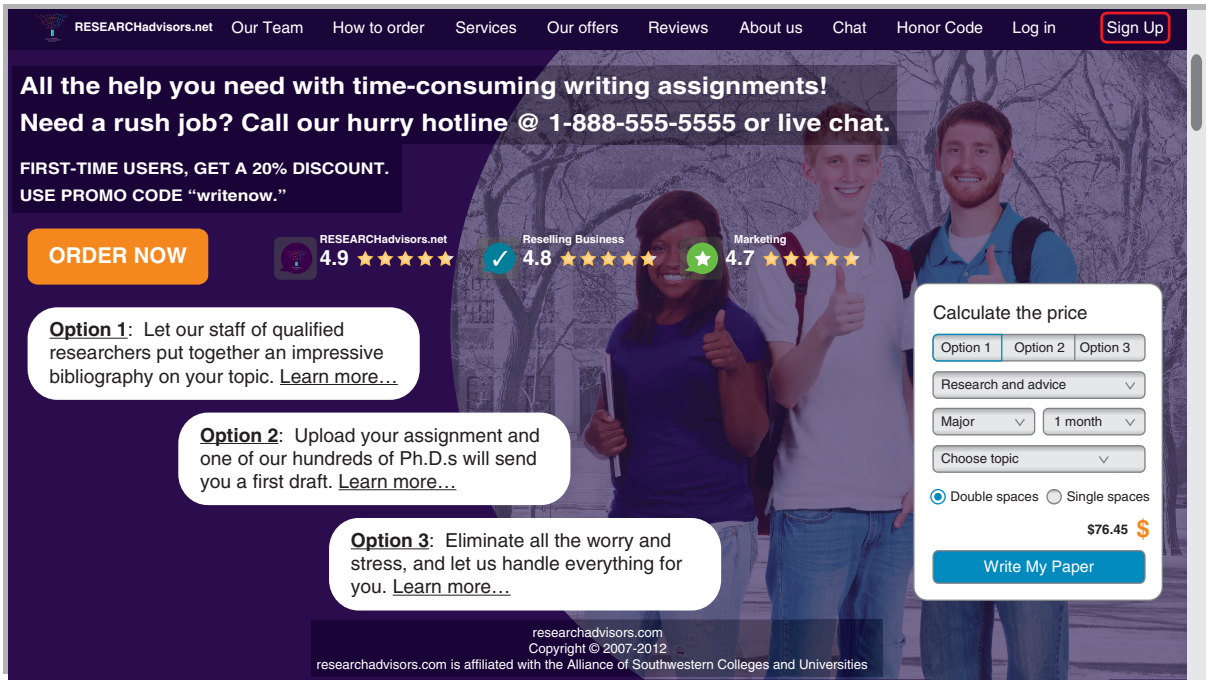
CAUTION: Use your thesaurus wisely. If you look up every fifth word, for example, and pick a different word via a thesaurus, the passage won't sound like your writing—guaranteed! This technique is a quick route to...getting busted!

Control: Your Toughest Assignment

Identify your most challenging assignment this term, one that will require you to use your research and information literacy skills. What is the specific assignment? For example, it could be "write a five-page paper in which you take a position on a controversial theme relating to our course topic." On a scale of 1 to 10 (with 10 being extremely difficult), how challenging do you expect this assignment to be? What would make the challenge more manageable? Can you identify online resources that might be helpful for this assignment?

Now take a look at the following website and think about these questions (without Googling):

- Does this website appear to be authentic? Why or why not?
- Would this service be useful to a student with a challenging research assignment?
- Is this website acceptable for college students to use? Why or why not?
- Are there differences between the three available options and their degree of acceptability?
- What's the difference between using these services and using the services of a campus reference librarian?
- If you were a college instructor, what would you tell your students about these services?


RESEARCHadvisors.net
Our Team
How to order
Services
Our offers
Reviews
About us
Chat
Honor Code
Log in
Sign Up
All the help you need with time-consuming writing assignments!
Need a rush job? Call our hurry hotline @ 1-888-555-5555 or live chat.
FIRST-TIME USERS, GET A 20% DISCOUNT.
USE PROMO CODE "writenow."
ORDER NOW
RESEARCHadvisors.net 4.9
Reselling Business 4.8
Marketing 4.7
Option 1: Let our staff of qualified researchers put together an impressive bibliography on your topic. Learn more…
Option 2: Upload your assignment and one of our hundreds of Ph.D.s will send you a first draft. Learn more…
Option 3: Eliminate all the worry and stress, and let us handle everything for you. Learn more…
Calculate the price
Option 1
Option 2
Option 3
Research and advice
Major
1 month
Choose topic
Double spaces
Single spaces
$76.45
Write My Paper
researchadvisors.com
Copyright © 2007-2012
researchadvisors.com is affiliated with the Alliance of Southwestern Colleges and Universities

Mike Flippo/Shutterstock.com; Stmool/Shutterstock.com

Insight: *Now* What Do You Think?

At the beginning of this chapter, Dario Jones faced a series of challenges as a new college student taking three online classes. Now after learning from this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Dario's case study. What are some of the possible outcomes for Dario?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Action: Your Plans for Change

1. Identify one new thing you learned reading this chapter. How will it affect what you do in your college classes?
2. In your experience, what are the biggest differences between in-person classes and online classes? How did you adjust your studying strategies to adapt to online learning?
3. How much experience have you had conducting research? What sounds most challenging about the process?

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you, and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. Identify one advantage and one disadvantage of online courses.
2. What are the differences between asynchronous and synchronous online classes?
3. How would you define research? What steps are involved?
4. What is information literacy?
5. In your own words, define *plagiarism*.
6. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete it (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you'll read?

Engaging, Listening, and Note-Taking in Class | 7

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to engaging, listening, and note-taking in your college classes, what do you find most challenging, if anything? Put check marks by the phrases that apply to you or write in your answer.
   - ☐ Focusing during lectures
   - ☐ Having confidence in my note-taking methods
   - ☐ Adjusting how I take notes in different classes
   - ☐ Asking questions in class
   - ☐ Using my class notes to study
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll be open to learning more about this subject.
   - ☐ I'll wait and see how much of this chapter I understand.
   - ☐ I'll ask my instructor for clarification.
   - ☐ Eventually, I'll just figure it out.
3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ How to get engaged in class
   - ☐ How to listen with focus to different kinds of lecture styles
   - ☐ How to take good notes in online and in-person classes
   - ☐ How to adjust your note-taking system and why
   - ☐ How to ask questions in class
   - ☐ How to use your notes to achieve the best results

YOUR READINESS FACTOR

1. How motivated are you to learn more about listening and taking notes in college? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can, so you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Maria Evseyeva/Shutterstock.com

Focus
Challenge Case

Rachel White

All she ever wanted to be was a Mom. Rachel White loved kids. When she was one herself, she helped raise her six younger brothers and sisters. Her parents worked hard to support the family, so Rachel took over her parents' duties. With each new baby, Rachel got better at distinguishing between whiney cries, hurt cries, and hungry cries. It was Rachel who cooked their dinner most nights and took them to the park on Saturdays. It was almost as if they were Rachel's children. In fact, sometimes she pretended they were.

As a senior, Rachel dropped out of high school and married her boyfriend, Mike. He loved kids, too, and when they found out they were expecting, he was as happy as she was. But now with another baby on the way, Mike's income wouldn't be enough. She wanted a big family like the one she'd grown up in, and she knew that getting an education was the best answer. The ideal career for a mom, she thought, would be to open a day care center in her own home. An associate degree in Inclusive Early Childhood Education would provide credentials. So she studied at night, earned her GED, and enrolled in two evening classes at her local community college. Mike would be so proud of her.

Despite a forty-minute commute in heavy traffic, Rachel was excited about her first class, Child Development I, as a new college student. But right away, several things caught her off guard. The young instructor was new to teaching, spoke with a foreign accent, and raced through the lecture. Because she'd been out of school for a while, Rachel felt as though she had forgotten how to be a student. As the instructor talked, she tried to take notes as quickly as she could, but how was she supposed to know what was important enough to write down? She looked around: What were other students writing? Was she the only one who couldn't keep up? The lecture began:

> Child development is a process every child goes through. This process involves learning and mastering skills like sitting, walking, talking, skipping, and tying shoes. Children learn these skills, called developmental milestones, during predictable time periods. Children develop skills in five main areas of development: First, let's look at cognitive development. This is the child's ability to learn and solve problems. For example, this includes a two-month-old baby learning to explore the environment with hands or eyes or a five-year-old learning how to do simple math problems. Second, social/emotional development is the child's ability to interact with others, including helping themselves and self-control. Examples of this type of development would include a six-week-old baby smiling, a ten-month-old baby waving bye-bye, or a five-year-old boy knowing how to take turns in games at school. Third, speech and language development is the child's ability to both understand and use language. For example, this includes a twelve-month-old

Maria Evseyeva/Shutterstock.com; Source: Instagram/Cengage®

Maria Evseyeva/Shutterstock.com; Source: Facebook/Cengage® NYgraphic/Shutterstock.com

baby saying his first words, a two-year-old naming parts of her body, or a five-year-old learning to say "feet" instead of "foots." Children also learn both fine and gross motor skills. Fine motor skills are the child's ability to use small muscles, specifically their hands and fingers, to pick up small objects, hold a spoon, turn pages in a book, or use a crayon to draw. Gross motor skills, on the other hand, are the child's ability to use large muscles. For example, a six-month-old baby learns how to sit up with some support, a twelve-month-old baby learns to pull up to a stand holding onto furniture, and a five-year-old learns to skip.*

Rachel tried to pay attention to the instructor's words and copy down every word that was scribbled all over the white board, but her mind seemed to drift to the flyers she'd create for her new daycare business. Why was it so hard to focus? Rachel wondered whether she should bring her laptop to take notes that way, but somehow she knew she wouldn't be able to resist the temptation to check her Instagram feed every fifteen minutes or so. Information seemed to fly out of her instructor's mouth at mach speed, and frankly, she used the foreign accent as an excuse for her troubles. Taking notes that quickly was just plain impossible.

Because she didn't catch all of what the instructor was saying, asking questions in class would only prove that she wasn't paying attention. Trying to read and take notes from the textbook chapters *before* class was hard with her active little girl at home. Instead, she tried to look like she was paying attention in class so that no one knew her brain wasn't really there.

Rachel had thought about making an appointment with her instructor online, but did she really want to discuss how hard it was to concentrate in the course? It was too late in the term to drop the class, and she needed the credits for her degree. Still, she had to figure something out or this course was going to spoil her dream.

Reaction: What Do *You* Think?

1. In terms of the title of this chapter—Engaging, Listening, and Note-taking in Class—how is Rachel doing? In your view, is she likely to pass the course? Why or why not?
2. List three mistakes Rachel is making.
3. List three things that Rachel should do to improve her classroom experience.

*Source: Based on http://www.howkidsdevelop.com/developSkills.html#dev

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Get engaged in class. No, this chapter isn't about buying a ring and getting down on one knee. It's about your willingness to focus, listen, discuss, ask questions, take notes, and generally dive into your classes. It's about being a full participant in your learning, not just a spectator sitting on the sidelines. It's about not just memorizing information for exams and then forgetting it. You see, the secret to college success hinges on this one word: **engagement**.

engagement emotional and psychological commitment to a task

Think about this analogy. How did you learn to swim? Did you watch swimming on TV? Did you get advice from your friends about swimming? Did you just Google it? No, you probably jumped in and got wet, right? The same thing is true with your college classes. The more willing you are to jump in and get wet in both your in-person and online classes, the more engaged you'll be in the learning process.

Follow the Rules of Engagement

Just as is the case with most places you can think of, college classrooms have rules about how to behave. You don't find people yelling in hospitals or staring at other people in elevators or telling jokes at funerals. There are rules about how to behave in a variety of contexts, and college classrooms are no exception. In fact, the rules of engagement described here are a part of what this text calls academic professionalism, and preparing for class beforehand is at the top of the list. Despite their best intentions, some community college students sabotage themselves without meaning to. Pre-COVID-19, some students believed they were ready for college and motivated to achieve, but within the first few weeks of the term, they missed class (25 percent), turn in an assignment late (33 percent), or didn't turn in an assignment at all (24 percent).[1] With all the complications of life during and after the pandemic, those percentages increased. Nevertheless, it's vital to see the value of academic professionalism and preparation. Do more than your classmates—dare to prepare! If you follow these rules of engagement, your classes will be much more enjoyable, enriching learning experiences.

1. **Look ahead.** By checking your course syllabus before class, you'll be prepared for the upcoming topic. You'll also avoid the "oops" factor of sitting down, looking around, and noticing that everyone else knows something you don't about what's supposed to happen today. You can be caught off guard in synchronous classes online, too.
2. **Do the assigned reading.** If you have a reading assignment due for class, do it, and take notes as you read. Write in the margins of your textbook or on sticky notes. Use the note-taking and highlighting tools that come with your e-book. Or take notes using one of many convenient online note-taking tools while you read. Question what

"If you are going to achieve excellence in big things, you develop the habit in little matters. Excellence is not an exception, it is a prevailing attitude."

Colin Powell, first Black U.S. Secretary of State (1937–2021)

Start with *Why?*

2 Minute Read

Compare these two statements: "I love my job! I'm excited to get out of bed every morning!" versus "I hate my job. Every day is an ordeal." ***Engagement*** is a hot topic in today's post-pandemic world of work. How engaged are today's employees in their jobs? If the U.S. workforce were represented by an image like this one using information from a recent Gallup poll, the statistics would look like Figure 7.1.

Why are so few employees fully engaged in their work? Economists say that many employees have switched jobs—or careers altogether—during the post-pandemic "Great Resignation," which has left some businesses ravaged by vacancies. "'Quits,' as the Bureau of Labor Statistics calls them, are rising in almost every industry. For those in leisure and hospitality, especially, the workplace must feel like one giant revolving door."[2] The healthcare and tech sectors appear to have been hit hardest.[3] Engagement on the job is critical, but why is it trending downward, and what can we do about it?

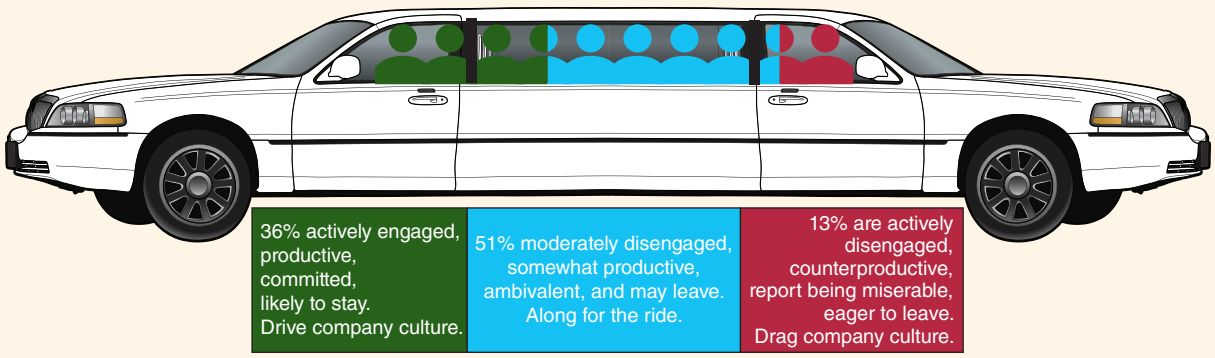
Finding the answers to these questions is complicated, but some experts say that the pandemic has caused people to take stock of their lives. Employees are burned out and looking to hit the "restart" button. Some are seeking better working conditions, such as higher pay, or the work location of their choice: continuing to work from home even if they move elsewhere or, alternatively, preferring to return to the workplace full-time. Others have mustered the courage to start businesses of their own. Whatever the reasons, one prevailing prediction is that the U.S. workforce may be going through a massive "reboot" that leaves it altered permanently.[4] Could this be a good thing, long term? No one knows yet.

Being engaged at work is one thing, but what does engagement have to do with you in college? Is engagement in the academic work you're doing right now important? As it turns out, engagement—whether it's at work or at school—has similar benefits. Engaged employees are more fulfilled in their work and happier at home. They get more done and do better work. They feel they belong; they develop, learn, and make progress.[5] "Engaged students are those who make a firm commitment to learning. They take pride in making the effort to understand course material and incorporate it into their lives."[6] Being engaged in your college career can help you create connections, reduce stress, and enjoy the experience.[7]

How can college students become more engaged? Get your head around the challenge you've accepted as a student, take part, minimize as many distractions as you can, talk to your instructors, refine your note-taking skills, and most of all, find ways to use what you're learning—now and later in your intended career![8] Being engaged in college now is a great way to practice being engaged at work later. This chapter will show you the way!

Figure 7.1

Employee Engagement in the United States


36% actively engaged, productive, committed, likely to stay. Drive company culture.
51% moderately disengaged, somewhat productive, ambivalent, and may leave. Along for the ride.
13% are actively disengaged, counterproductive, report being miserable, eager to leave. Drag company culture.

Triti-Kako/Shutterstock.com

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

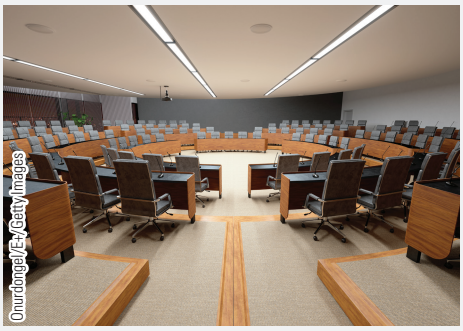
you're reading, and enter into a mental conversation with the author. Having some background on the topic will allow you to listen more actively and participate more intelligently during any discussion: *Yes, I remember the chapter covering that topic,* you'll think when the instructor begins talking about something you recognize. Instead of hearing it for the first time, you'll *strengthen* what you've already read. According to research, as few as 20 to 30 percent of your classmates will have done the assigned reading prior to class.[9] That little-known fact isn't a reason to excuse yourself from reading; instead it gives you insider information on how you can shine in class by comparison.

3. **Show up physically.** Not only is attending class important for your overall understanding of the material, but it may also move your grade up a few notches. Even if attendance isn't required by your instructor, require it of yourself. If your course is hybrid and you're allowed to be in class physically or virtually, choose one or the other, rather than skipping altogether. Research says that missing classes is definitely related to your academic performance. And once you give yourself permission to skip one single class, it becomes easier to do it the next time, and the time after that. Attending class physically or virtually can help mitigate the loneliness that can set in when you only take classes asynchronously, and studies show that how often you attend class is the biggest predictor of how well you'll do.[10] Besides the importance of being there, it's essential to be on time and stay for the full class session. Students who arrive late and leave early—physically or virtually—are annoying not only to the instructor but also to their classmates. To everyone else, it looks like they don't value the other students or the class content. How would you like dinner guests to arrive an hour late, after you'd cooked tirelessly all day? Your instructors have prepared for class, and they feel the same way. Build in time to find a parking place, hike to the building where class is held, or stop for a coffee. Do everything you can to avoid coming late and leaving early, and always let your instructor know if you have a class conflict.
4. **Show up mentally.** Showing up means more than just occupying a seat in the classroom. It means thinking about what you bring to the class as a learner on any particular day. Do a mental readiness check when you arrive in class. If you're not ready, what can you do to rally for the cause?
5. **If you're in a classroom, choose your seat strategically.** Imagine paying $150 for a concert ticket, just like everyone else, and then electing to sit in the nosebleed section as high up and far away from the action as you could get. Sitting in the back means you're more likely to let your mind wander and less likely to hear clearly. Sitting in the front means you'll keep yourself accountable by being in full view of the instructor and the rest of the class. What's the best spot for great concentration? Front and center, literally—the "T zone"! In one study, students who sat at the back of a large auditorium were six times more likely to fail the course, even though the instructor had assigned seats randomly![11] On the other hand, some experts predict that large lecture halls will

"Politeness is the art of choosing among one's real thoughts."

Adlai Stevenson II, U.S. Presidential candidate (1900–1965)

go away, and classes will be smaller, allowing for more interaction. Or the architecture of lecture halls will change to be more like "theater in the round" so that professors can walk around more and students can see each other.[12]


Onurdongel/E+/Getty Images

"Both faculty and students feel less engaged when you can't quite make out someone's face from a distance."

Associate Provost, University of California Riverside

6. **Bring your tools.** Bring a writing utensil and notebook with you to every class. Your instructor may also ask you to bring your textbook, calculator, a blue book or scantron form for an exam, or other necessary items. If so, do it. Question: How seriously would you take a carpenter who showed up to work without a hammer, nails, and screwdriver? Get the point?
7. **Be aware that gab is not a gift.** In the classroom, talking while others are speaking is inappropriate. And it's certainly not a gift—especially to your instructor. In fact, side conversations while your instructor is lecturing or your classmates are contributing to the discussion are downright rude. If you're seated next to a gabber, don't get sucked in. Use body language to communicate that you're there to learn, not to gab. If that's not enough, politely say something like "I really need to pay attention right now. Let's talk more later, okay?" Don't let other students cheat you out of learning. If you're in an online synchronous class, make sure you mute your microphone until you speak so that background noise doesn't distract other students. And use the hand-raising icon if you have a contribution to make.
8. **Choose to engage.** Engagement isn't something that just happens to you while you're not looking. It's a choice you make, and sometimes it's a difficult choice because the material isn't naturally appealing to you, or the course is a required one you didn't choose, Zoom Fatigue is getting the best of you, or you're just in a bad mood. Choose to engage anyway. Instead of actively choosing to disengage in class by sleeping through lectures, surfing the internet, or texting friends, choose to engage by leaning forward, listening, finding your own ways to connect to the material, and thinking of questions to ask. For many students, texting during class is particularly tempting. There's a reason why people are asked to turn off their cell phones before concerts, athletic events, or movies. Imagine being in a jam-packed theater trying to follow the film's plot, with cell phones going off every few seconds. You've paid good money to see a film. The same thing goes for your college classes.
9. **Focus.** After sitting down in class each day, take a moment to clear your head of all daydreams, to-do's, and worries. Take a deep breath and remind yourself of the opportunity to learn that lies ahead. Think of yourself as a reporter at a press conference, listening carefully because you'll be writing a story about what's going on. You *will* be writing a "story"—often in response to an essay question on an exam!
10. **Maintain your health.** Being sick can take its toll on your ability to concentrate, listen well, and participate. Prevent that from happening by getting enough sleep, eating well, and exercising.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Listening with Focus

Listening with focus is more than just physically hearing words as they stream by. It's actually a complicated process that's hard work. You can't listen well when your energy is zapped, when you've stayed up all night, or when your stomach is growling fiercely. Focused listening means that you are concentrating fully on what's going on in class, and sometimes that's hard, considering how complicated our lives can be.

> "Every person in this life has something to teach me—and as soon as I accept that, I open myself to truly listening."
>
> *John Lahr, drama critic*

"Easy Listening" Is for Elevators—Focused Listening Is for Classrooms

Stores, restaurants, and elevators are known for their programmed, background easy listening music. Chances are you hardly notice it's there. Listening in class, however, requires actual skill, and you'll be doing a great deal of it as a college student. Depending on what your college classes are about and your instructors' preferences, you will spend much of your time listening to lectures in class. A recent study of STEM classes, for example, indicated that 82 percent of classes were still fully or primarily based on lectures.[13] If you're taking classes online, you will be listening to lectures your instructor has uploaded in asynchronous courses or delivered in synchronous ones, as well.

Many of us think that listening is easy. If you happen to be around when there's something to listen to, you can't help but listen. Not so! Did you know that when you're listening at your best, your breathing rate, heartbeat, and body temperature all increase? Just as with physical exercise, your body works harder when you're engaged in focused listening. When all is said and done, listening is really about managing your energy.

Here are some techniques for improving your listening skills in the classroom. Read through the list, then go back and check off the ones you're willing to try harder to do in class this week.

- **Calm yourself.** Take a few deep breaths with your eyes closed to help you put all those nagging distractions out of your mind during class time.
- **Be open.** Keep an open mind and view your class as yet another opportunity to strengthen your intellect and learn something new. Wisdom comes from a broad understanding of many things, rather than from a consistently limited focus of what's going on in your own world.
- **Don't make snap judgments.** Remember, you don't have to like your instructors' wardrobes to respect their knowledge. Focus on the content being offered, even if you don't agree with it. You may change your mind later when you learn more. Don't jump to conclusions about content *or* style.
- **Assume responsibility.** Speak up! Ask questions! Even if you have an instructor with an accent who's difficult to understand, the burden of understanding course content rests with you. You will interact with people with all sorts of accents, voices, and speech patterns throughout your life. It's up to you to improve the situation.
- **Watch for gestures that communicate "Here comes something important!"** Some typical examples include raising an index finger, turning to face the class, leaning forward from behind the lectern, walking up

the aisle, or using specific facial expressions or gestures. On-screen, these cues will be more challenging to discern, but watch closely.

- **Listen for speech patterns that subtly communicate "Make sure you include this in your notes!"** For example, listen for changes in the rate, volume, or tone of speech, longer than usual pauses, or repeated information.
- **Uncover general themes or roadmaps for each lecture.** See whether you can figure out where your instructors are taking you *while* they're taking you there. Always ask yourself, "Where are they going with this? What are they getting at? How does this relate to what was already said?"
- **Appreciate your instructor's prep time.** For every hour of lecture time, your teacher has worked for hours to prepare. Although instructors may make it look easy, their lectures have involved researching, organizing, creating a PowerPoint presentation, and preparing notes and handouts.

Listen Hard!

Listening is hard, and although professors now vary their teaching techniques, lecturing is still a common teaching style in colleges and universities everywhere. However, capturing the information as it goes by is a challenge: "One study found that if a professor speaks 150 words a minute, students hear about 50 of them; another study determined that students are tuned out of a fifty-minute lecture around 40 percent of the time."[14] Instructors can speak 2,500–5,000 words during a fifty-minute lecture. That's a lot of words flying by at breakneck speed, so it's important to listen correctly. But what does *that* mean?

Think about the various situations in which you find yourself listening. You often listen to empty chit-chat on your way to class. "Hey, how's it going?" when you spot your best friend in the hallway is an example, right? Listening in this type of situation doesn't require a lot of brainpower. Although you wouldn't want to spend too much time on chit-chat, if you refused to engage in any at all, you'd probably be seen by others as odd, withdrawn, shy, or stuck up.

You also listen in challenging situations, some that are emotionally charged; for example, a friend needs to vent, relieve stress, or verbalize anxieties. Most people who are blowing off steam aren't looking for you to fix their problems. They just want to be heard and hear you say something like "I understand" or "That's too bad."

"You cannot truly listen to anyone and do anything else at the same time."

M. Scott Peck, American author (1936–2005)

Listening to chit-chat and listening in emotionally charged situations require what are called soft listening skills. You must be accepting, sensitive, and nonjudgmental. You don't have to assess, analyze, or conclude. You just have to be there for someone else.

But soft listening isn't the only kind of listening you need to do. When you're listening to new information, as you do in your college classes, or when you're listening to someone trying to persuade you of something, you have to pay close attention, think critically, and ultimately make decisions about what you're hearing. Is something true or false? Right or wrong? How do you know? When you're listening to a person trying to inform you or to persuade you, you need hard listening skills. In situations like these, you must evaluate, analyze, and decide. To focus further on hard versus soft listening skills, try your hand at Exercise 7.1.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention."

Rachel Naomi Remen, physician and author

One mistake many students make in class is listening the wrong way. They should be using their hard listening skills, rather than sitting back and letting information float over them. Soft listening skills don't help you in class. You must listen intently, think critically, and analyze carefully what you're hearing. It's important to note that neither listening mode is better than the other. They are each simply better suited to different situations. But soft listening won't get you the results you want in your classes. You don't need to be there for your instructor; you need to be there for yourself.[15]

You may find many of your classes to be naturally fascinating learning experiences. But for others, you will need to be convinced. Even if you don't find Intro to Whatever to be the most engaging subject in the world, you may find yourself fascinated by your instructor. Most people are interested in other people. What makes your instructors tick? Why were they drawn to this field? If you find it hard to get interested in the material, trick yourself by paying attention to the person delivering the message. Sometimes focusing on something about the speaker can help you focus on the subject matter, too. And you may just find out that you actually do find this class to be valuable. Although tricking yourself isn't always a good idea, it *can* work if you know what you're doing and why.

Exercise 7.1 Practice Your Soft and Hard Listening Skills

Listening—really listening—may be the most difficult challenge we face as human beings. Many of us "speak" into cyberspace constantly every day, but is anyone listening? How can we know for sure? Is a quick "like" all we can hope for? According to a study of first-year students, the ability to fully listen is the most important quality of a good communicator.[16] Perhaps what we all need is more focused practice. StoryCorps is a website that features people's fascinating two-minute stories about memorable moments in their lives. In this two-part exercise, you will practice both your *soft* and *hard* listening skills.

Soft Listening Skills

Go to StoryCorps.com and listen to the story that interests you most. Then answer the following questions:

1. Who was or were the story-tellers?
2. What was the story's primary point?
3. Was there any wording or idea that particularly impressed you?
4. What aspect of the story could you most relate to?
5. Do you think listening—and practicing more—would make you a better listener in situations that call for soft listening skills?

Hard Listening Skills

Hard listening skills—analyzing, evaluating, and deciding—are required for in-class or online learning. Listen to Julian Treasure's TED Talk on "Five Ways to Become a Better Listener," and use one of the note-taking skills described later in this chapter. In particular, use a note-taking style that wouldn't necessarily be chosen by someone with your VARK preferences. Students with Visual preferences might naturally gravitate to mind mapping, for example, and students with Read/Write preferences might gravitate toward the Cornell method. If your preferences are not strong in any one of the VARK learning style types, just choose a note-taking style that seems challenging to you. Listen to the TED Talk, take notes, and then afterwards, write a short summary statement about using a note-taking style that was out of your comfort zone. In retrospect, which note-taking system would have helped you take better notes? After working on your soft versus your hard listening skills, do you see the difference? Do you understand why hard listening skills are needed during in-class or online learning?

Get Wired for Sound

Increasingly instructors are providing podcasts and videocasts of their lectures so that you can *preview* the lecture in advance or *review* it after class. Some textbooks offer chapter summaries you can listen to on the subway, in the gym, at home during a blizzard, or in bed while recovering from the flu, via your computer. You can also make your own recordings and listen to them during down time.

Regardless of your learning style, recorded lectures allow you to relisten to difficult concepts as many times as needed. You can take part in the live action in class and take notes later while relistening to the podcast. Or in many of your asynchronous classes, your instructors will only provide recorded lectures because you'll be working on your own. You'll never meet your instructors but you can watch and listen to their lectures. In one study, students who relistened to a lecture one, two, or three times increased the amount of lecture content they could capture substantially each time.[17] Finding a few favorite podcasts can be a great way to practice your listening skills. For example, try popular favorites such as "Stuff You Should Know," "Life Kit," "Freakonomics Radio," or "NPR's Throughline."[18]

> "Knowledge speaks, but wisdom listens."
>
> ***Jimi Hendrix, American singer, songwriter (1942–1970)***

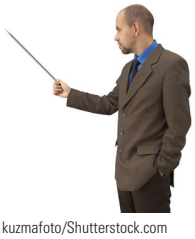
Identify Lecture Styles So You Can Modify Listening Styles

Regardless of how challenging it is to listen with focus, being successful in college requires you to do just that—focus—no matter what class or which instructor. Sometimes your instructors are facilitators, who help you discover information on your own in new ways. Other times they are orators, who lecture as their primary means of delivering information. If you're not an aural learner, listening with focus to lectures will be a challenge for you, both in person or in a synchronous class.

Chances are you won't be able to change your instructors' lecturing styles. And even if you could, different students react differently to different lecture styles. But what you can do is expand your own skills as a listener—no matter what class or which instructor. Take a look at the lecture styles coming up and see whether you recognize them.

- **Off-to-the-Races Lecturer:** You may have found yourself in a situation like Rachel's with an instructor who lectures so fast it makes your head spin. Listening and taking notes in a class like this are not easy. By the end of class, your hand aches from gripping your pen and writing furiously. Because there'll be no time to relax, you'll need to make certain you're ready for this class by taking all the suggestions in this chapter to heart. Read ahead so that you recognize points the instructor makes. Also take advantage of whatever supplementary materials this teacher provides in the way of audio support, online lecture notes, or PowerPoint handouts.
- **All-Over-the-Map Lecturer:** Organization is not this lecturer's strong suit. Although the lecture may be organized in the lecturer's mind, what comes out is difficult to follow. In this case, it will be up to you to organize the lecture content yourself while reviewing after class.
- **Content-Intensive Lecturer:** This lecturer, determined to cover a certain amount of material in a particular amount of time, is hardly aware that anyone else is involved. This teacher may use specific language related to the subject, which you will need to learn rapidly to keep up. Prepare yourself for a potentially rich learning environment, but be sure to ask questions right away if you find yourself confused.

Master1305/Shutterstock.com

iStock.com/narvikk

kuzmafoto/Shutterstock.com

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Mladen Mitrinovic/ Shutterstock.com

arka38/Shutterstock.com

- **Review-the-Text Lecturer:** This lecturer will follow the textbook closely, summarizing and highlighting important points. You may assume it's not important to attend class, sychronously or in person, but watch out for this trap! Receiving the same information in more than one format (reading *and* listening) can be a great way to learn.
- **Active-Learning Lecturer:** This lecturer may choose not to lecture at all or to alternate between short lectures and activities, exercises, and role plays. Although you may find it easier to get engaged in this type of class, and you'll most likely appreciate the teacher's creativity, remember that you are still responsible for connecting what happens in class to the course material itself. You will need to read, digest, and process the information on your own outside of class. If you're an English language learner, the advice in Box 7.1 may be very useful to you.

Box 7.1 Listening Tips If English Is Your Second Language

It's normal to feel overwhelmed in the classroom as a new student, but especially if your first language isn't English. The academic environment in higher education can be stressful and competitive. It's even more stressful if you're also dealing with a new and different culture. You will need to give yourself time to adapt to all of these changes. In the meantime, here are some suggestions for improving your ability to listen well in class:

- **Talk to your instructors before the course begins.** Let them know that English is not your native language but that you're very interested in learning. Ask for any suggestions on how you can increase your chances of success in the class. Your instructors will most likely be willing to provide you with extra help, knowing you're willing to do your part to overcome the language barrier.
- **Try to get the main points of your instructors' lectures.** You don't have to understand every word.
- **Write down words to look up in the dictionary later.** Keep a running list and check them all after class. Missing out on one important term can hurt your chances of understanding something else down the line.
- **Don't be afraid to ask questions.** If you're too uncomfortable to ask during class, make use of your instructor's virtual or on-campus office hours or e-mail address to get your questions answered. Also, teaching assistants and peer tutors may be available to help you.
- **Use all support materials available for the class.** Find out whether your instructors posts their notes in your LMS or if they are available as handouts. Some instructors offer guided notes or skeleton outlines for students to fill in throughout the lecture or post lectures online so that you can watch and listen more than once. Make full use of podcasts of lectures, if they're available, so that you can listen more than once to portions you found confusing in class. Use any tools available to help reinforce lecture content.
- **Team up with a classmate whose native language is English.** Clarify your notes and fill in gaps.
- **Form a study group with other classmates.** Meet on a regular basis so that you can help one another. Remember: Just because your native language isn't English doesn't mean you don't have something to offer the other members of your study group.
- **Be patient.** It will take some time to adjust to the accents of your various instructors. After a few weeks of class, you'll find it easier to understand what is being said.
- **Practice your English comprehension by listening to talk radio or watching television or movies.** You'll hear a variety of regional accents, for example, and broaden your understanding of American culture.
- **Take an English as a Second Language course if you think it would help.** It's important to keep up with the academic demands of college, and further development of your English skills may improve your comprehension and boost your confidence.
- **If you continue to feel overwhelmed and unable to cope after several weeks in school,** find out whether your campus has an International Students Office, and enlist support from people who are trained to help.[19]

Turn Listening Skills into
Note-Taking Skills

Listening in class is one thing. Taking notes is quite another. You must be a good listener to take good notes, but being a good listener alone doesn't automatically make you a good note-taker. To get a sense of how you perceive your own listening skills, pause briefly and answer the questions in Exercise 7.2.

Exercise 7.2 How Well Do You Listen?

Now that you've read about focused listening, see how the following statements apply to you. Select the response that most applies to what you usually do in the classroom. Use this self-assessment to develop a plan for improvement, particularly so that you're listening at your best to take careful, useful notes.

Listening Statements	Always True of Me	Sometimes True of Me	Never True of Me
1. I stay awake during class so that I can take good notes to use later while studying.	_____	_____	_____
2. I maintain eye contact with the speaker.	_____	_____	_____
3. I don't pretend to be interested in the subject.	_____	_____	_____
4. I understand my instructor's questions.	_____	_____	_____
5. I try to summarize the information in my notes.	_____	_____	_____
6. I look for organizational patterns in the lecture and identify them in my notes (e.g., causes and effects, lists of items).	_____	_____	_____
7. I set a purpose for listening, like trying to capture all the key ideas and examples that explain them.	_____	_____	_____
8. I don't daydream during class, leaving gaps in my notes.	_____	_____	_____
9. I try to predict the lecturer's next main point.	_____	_____	_____
10. I take notes regularly.	_____	_____	_____
11. I don't let external distractions such as loud noises, late-arriving students, and so on, interfere with my note-taking.	_____	_____	_____
12. I try to determine the speaker's purpose.	_____	_____	_____
13. I recognize that the speaker may be biased about the subject, but I don't let that affect my note-taking.	_____	_____	_____
14. I write down questions the instructor poses during class.	_____	_____	_____
15. I copy down main points and examples from the board or screen.	_____	_____	_____
Total check marks for each column:	_____	_____	_____

Add up the check marks in each column to learn the results of your analysis. Pay particular attention to the total in the "Always True of Me" column.

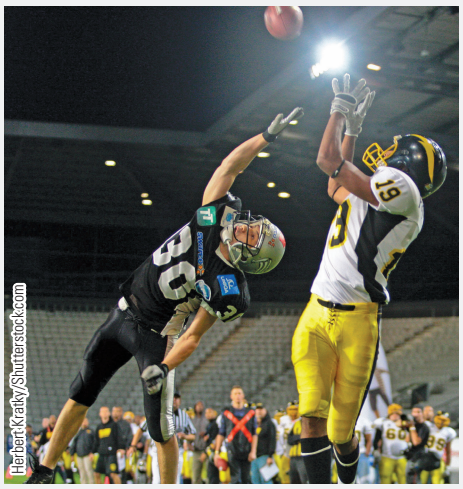
13–15 "Always True of Me": You're probably an excellent listener, both in the classroom and in other situations. Keep up the good work.

10–12 "Always True of Me": You are a good listener, but you need to fine-tune a few of your listening skills.

7–9 "Always True of Me": You need to change some behaviors so that you get more out of your classes.

6 or less "Always True of Me" or 7 or more "Never True of Me": You need to learn better listening skills if you want to achieve academic success in college.[20]

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.



"Luck is what happens when preparation meets opportunity."

Darrell Royal, football coach (1924–2012)

Note-taking is a crucial and complex skill, and doing well on tests isn't based on luck. It's based on combining preparation and opportunity—in other words, knowing how to take useful notes in class that work for you.

Actually, one reason that note-taking is so important in the learning process is that it uses all four VARK categories: *visual* (you see your instructor and the screen, if PowerPoint slides are being used), *aural* (you listen to the lecture), *read/write* (you write what you see and hear so that you can read it later to review), and *kinesthetic* (the physical act of writing opens up a pathway to the brain). Have you ever thought about it that way before?

If you look around the typical college classroom, you'll see students taking notes. That's a good sign, but are these students taking notes correctly, as a result of focused listening? If most college students take notes, why isn't nearly everyone getting straight A's? Research reports several points worth considering:

- Students typically only record one-third of the lecture's main content ideas in their notes.[21]
- Students often write down key terms, but fail to capture their instructors' examples, which can be confusing later.[22]
- Some students try to take down every word the instructor says without even thinking about what they're writing, especially if they're taking notes on a laptop.[23]
- Many students don't know how to take notes, or don't know which system works best for their learning style preferences and the particular subject they're studying.

Does note-taking make a difference? Absolutely.[24] During lectures, it serves two fundamental purposes: It helps you understand what you're learning at the time and it helps you preserve information to study later. In other words, both the *process* of note-taking (as you record information) and the *product* (your notes themselves) are important to learning. There is strong evidence that taking notes during a lecture leads to higher achievement than not taking notes, and working with your notes later increases your chances for academic achievement even more. Studies show that if you take notes, you have a 50 percent chance of recalling that information at test time versus a 15 percent chance of remembering the same information if you didn't take notes.[25]

Different Strokes for Different Folks: Note-Taking by the System and Subject

Now that we know just how important listening and note-taking are, let's ask a crucial question. Exactly how do you take *good* notes? Interestingly, when it comes to note-taking, "Different strokes for different folks" is literally true. Different note-taking systems work best for different lecture styles, different

learning styles, and different subjects—math versus history, for example. If your instructors use an "off-to-the-races" lecture style, you'll need to write quickly, perhaps using abbreviations, no matter which note-taking system you use. If your instructors are "All-Over-the-Map" lecturers, you may have to create the connections on paper as they talk about all kinds of ideas.

No matter which note-taking strategy you choose to use in a particular situation, an important question to ask is: What constitutes good notes? The answer is: writing an accurate, complete, organized account of what you hear in class or read in your text. How do you know if your notes are good? Show them to your instructor and get input, or assess your strategy after you see your results on the first exam. Your note-taking skills should steadily improve as you evolve as a student.[26]

However you decide to take notes in a particular class, it's good to have some general goals:

1. **Capture main ideas.** Listen for an organizing pattern. Has an instructor been covering the subject by major time periods? Has the instructor been listing contributors to the field by specific discoveries? What's the system? Listen for verbal clues your instructor emphasizes or repeats several times, notice what's written on the white board, or watch for major bullets or itemized steps on the screen. In the lecture Rachel was trying to focus on in class, her instructor made it easy to recognize main points by numbering them, "first," "second," and so forth. If portions of the lecture are highlighted verbally, these portions are probably important. Listen for signal words and phrases such as "There are three reasons . . . ," "On the other hand . . . ," "For example . . . ," and "In summary . . . ."
2. **Note whether other materials accompany the lecture.** If so, chances are that this information is considered to be important, too. Your instructor may ask you to watch PowerPoint slides or watch a video. Keep all downloaded handouts, and assume they'll be worth reviewing at exam time.
3. **Write down examples or key words from stories that will help anchor the main points.** Remember that "Information in itself is not memorable, but it becomes a long-term memory when it's combined with an emotion, which is why you remember few of your high school classes, but may be able to recall many of the songs you listened to back then."[27] Examples and stories help information stick, especially if they make an impression on you when you first hear them.
4. **When in doubt, write it down.** If you're not sure whether to write something down, use the motto "Better safe than sorry." If you don't know a word the instructor uses, leave a blank to show you omitted something, or sound it out as you're writing and come back to it later. Put the lecture in your own words for the most part, but write down formulas, definitions, charts, diagrams, and specific facts verbatim. Also, write down good points made by classmates. Not all the words of wisdom in class will come from your instructor. If you've prepared for class by reading the assignment and listened to the lecture, and a classmate makes a point during a discussion that adds new information, write it down! On the other hand, don't confuse quantity with quality.

"The brain only remembers information if you show it that the info is important."

Business Insider

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Just because students have taken pages and pages of notes doesn't mean they understand everything they've copied down. The question is: Did they write down the most important points?[28] When it comes to note-taking, the most critical aspect is completeness—capturing the most important points.

> "When you write down your ideas you automatically focus your full attention on them. Few if any of us can write one thought and think another at the same time. Thus a pencil and paper make excellent concentration tools."
>
> ***Michael Leboeuf, American business author***

5. **Consider your learning style preferences.** If you're a visual learner, a note-taking system that works well for you may not work particularly well for a classmate who has a different learning style. Drawing all over your paper may help you see connections, whereas a classmate next to you is writing the same information down in a structured outline format. If a note-taking system seems awkward to you even after you've tried it for awhile, you may be better off trying a different one.
6. **Create a shorthand system that works.** When you're taking notes quickly, as you often do in class, you won't have time to write out every word your instructor utters. Use abbreviations or a shorthand system that you create for yourself. The last thing you want is to look at your notes as you begin to study for an exam and wonder what you meant by a string of letters that makes no sense now. So make an abbreviation "dictionary" for yourself that you use regularly, like in Figure 7.2.
7. **Understand that taking notes electronically can be less effective.** When you type, you tend to take notes verbatim, writing out exactly what's being

Figure 7.2

Abbreviation Dictionary

SYMBOL	MEANING	EXAMPLE
→	leads to, produces, causes, makes	Practice → perfect
←	comes from, is the result of	Tsunamis ← earthquakes
↑	increased, increasing, goes up, rises	Taxes ↑ 100 percent last year.
↓	decreased, decreasing, lowering	Salaries ↓ 10 percent this year.
#	number	Retry problem #3.
/	per	25 miles/gallon
p./pp.	page/pages	Read p. 99./Study pp. 99–105
¶	paragraph	Revise ¶ #4.
w/o	without	They revised w/o reading carefully.
w/i	within	There are problems w/i the tax laws.
i.e.	that is	The SAT, i.e., a college entrance exam, is challenging.
e.g.	for example	Professionals, e.g., doctors and lawyers, have advanced degrees.
esp.	especially	Tobacco, esp. cigarettes, causes cancer.
min.	minimum	The min. wage may go up.
max.	maximum	The max. number of people in an elevator is 8.
gov't.	government	The gov't. helped the people.
wrt	write	wrt #3 (write number 3)

Based on http://www.essayzone.co.uk/blog/how-to-take-lecture-notes-quickly-common-abbreviations-and-symbols-for-students/

said during the lecture. When you write by hand, since you can't write as fast as you can type, you have to be selective and choose the most important information to write down. In study after study, this extra mental processing pays off, and students who handwrite their notes achieve higher test scores.[29] Also, know that "pretending" to take notes electronically but actually playing games, shopping, or e-mailing friends can bug your classmates, big-time. In one study, classmates who wandered electronically were identified as other students' biggest pet peeve.[30] And students who were close enough to watch the wandering were as distracted as the students who were actually doing it.[31]

8. **Be flexible for the right reasons.** Based on the context and content, make a decision about what will work best. It's good to be fluent in your note-taking skills, assuming you understand the advantages and disadvantages of each method fully.[32]

So what are the various note-taking methods? What are the steps involved in using each one? Knowing your options, developing your skills, and learning flexibility as a note-taker are keys to your success.

Outlining

Outlining is probably the oldest, and perhaps the most trusted form of taking notes. The problem, of course, is that not all instructors speak from an outline. Rachel's instructor probably did, and if Rachel had been able to focus, outlining may have worked well. See Figure 7.3 for what Rachel's notes would have looked like. She'd listen for key points, like the five developmental milestones, and list examples beneath each one.

Figure 7.3

Sample Outlining

Child Development 1, Week 4

I. Child development involves learning and mastering skills like sitting, walking, talking, skipping, and tying shoes.
   A. Developmental milestones are learned during predictable time periods. ç
   B. Children develop skills in five main areas of development:
      1. Cognitive development: ability to learn and solve problems.
         a. two-month-old baby learning to explore the environment with hands or eyes
         b. five-year-old learning how to do simple math problems
      2. Social/emotional development: ability to interact with others, including helping themselves and self-control.
         a. six-week-old baby smiling
         b. ten-month-old baby waving bye-bye
         c. five-year-old boy knowing how to take turns in games at school
      3. Speech/language development: ability to both understand and use language.
         a. twelve-month-old baby saying his first words
         b. a two-year-old naming parts of her body
         c. a five-year-old learning to say "feet" instead of "foots"

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 7.4

Sample Summary

Summary:
Children reach developmental milestones in five areas at fairly predictable ages. These five areas are cognitive, social/emotional, speech/language, fine motor skills, and gross motor skills.

summary a condensed version of the main points

She's listed the instructor's main points and several examples below each point to help her remember what it's about. At the end of the lecture, she could have included a **summary** of her notes, like in Figure 7.4. Summarizing is an excellent way to make sure you've understood the gist of all the information you've written down.

Of course, if your instructor's lecture is less organized, you can elect to use an informal variation of outlining, like listing bullets, and perhaps even color-coding them so they're easier to remember, as shown in Figure 7.5.

Even if your instructor is flashing PowerPoint slides on the screen, don't count on your memory to do all the work. You have to take notes yourself to help the information stick.

The Cornell System

The Cornell system of note-taking, devised by educator Walter Pauk, suggests on each page of your notebook, draw a line from top to bottom about one and a half inches from the left edge of your paper. (Some notebook paper already has a red line there.) Take notes on the right side of the line. Your notes should include main ideas, examples, short phrases, and definitions, for example—almost like an outline.

Leave the left side blank to fill in later with key words or questions you'd like answered, as shown in Figure 7.6. After class, as you review your notes, put your hand or a sheet of paper over the right side and use the words or questions

Figure 7.5

Sample Color-Coded Notes

Child Development 1, Week 4

Child development = learning and mastering skills

- sitting
- walking
- talking
- skipping
- tying shoes

Children develop skills in five main areas of development:

1. Cognitive development: ability to learn and solve problems.
2. Social/emotional development: ability to interact with others, including helping themselves and self-control.
3. Speech/language development: ability to both understand and use language.

Figure 7.6

Sample Cornell System Notes

KEY WORDS, CUES, AND QUESTIONS	SHORT PHRASES, EXAMPLES, DEFINITIONS
Child development	—Every child goes through.
	—learning and mastering skills (sitting, walking, talking,
Developmental milestones	skipping, tying shoes, etc.)
	— predictable time periods
Five main areas of development	1. Cognitive development
	Ability to learn and solve problems
	—two-month-old baby learning to explore the environment with hands or eyes
	—five-year-old learning to do simple math
Was it five main areas or six?	2. Social/emotional development
	Ability to interact with others, including helping themselves and self-control
	—six-week-old baby smiling
	—ten-month-old baby waving goodbye
	—five-year-old knowing how to take turns in games at school

you've written on the left side as prompts to see whether you can remember what's on the right side.[33] By doing this to recall the lecture, you can get a good idea of how much of the information you've really understood.

Mind Maps

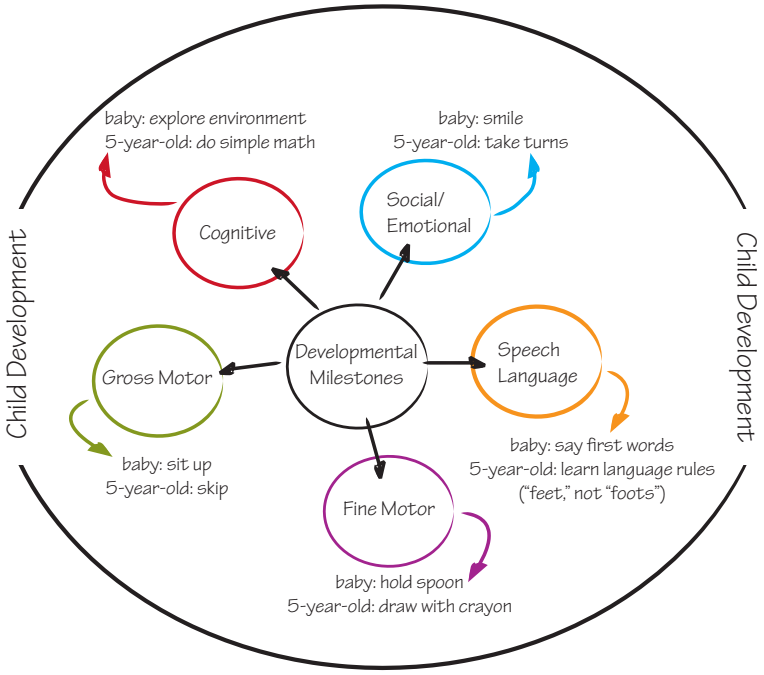
An alternative is to create mind maps. Mind maps use both sides of your brain: the logical, orderly left side and the visual, creative right side. What they're particularly good for is showing the relationships among ideas. Mind maps are also generally a good note-taking method for visual learners, and even the physical act of drawing one may help you remember the information, particularly if you're a kinesthetic learner. To give mind mapping a try, here are some useful suggestions:

1. **Use extra-wide paper (11 × 17 inches or legal size).** You won't want to write vertically (which is hard to read) if you can help it.
2. **Write the main concept of the lecture in the center of the page.** Draw related concepts coming from the center.
3. **Limit your labels to key words so that your mind map is visually clear.**
4. **Use colors, symbols, and images to make your mind map livelier and more memorable.** See Figure 7.7 for an example.
5. **Consider using software such as MindManager, Mind Manuals, Coggle, MindMapper, SimpleMind, or MindGenius, which are all powerful brainstorming and organizing tools.** As you type, these programs will anticipate relationships and help you draw a mind map on screen.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 7.7

Mind Map Example

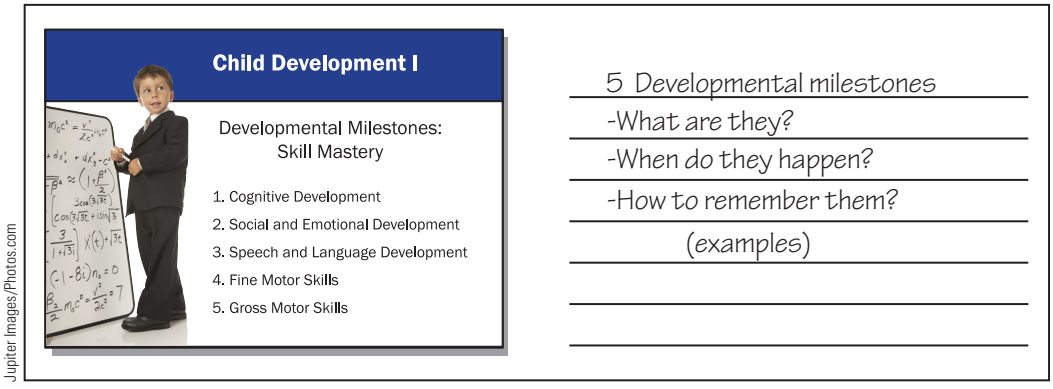


Powerpoint Miniatures

Some instructors provide full-text lecture notes or copies of their PowerPoint slides (three or six miniatures on a page) online. Instructors may hand out PowerPoint miniatures in class before the lecture, so you can follow along; hand them out after the lecture so that you still have to take your own notes but have the print outs of the miniatures as back-up; or e-mail them as attachments (see Figure 7.8). If their PowerPoint lectures are available online, you can access the slides yourself. If you have copies of the PowerPoint slides to use during an in-person or synchronous class, write in specifics on the lines provided next to each slide miniature, more or less as you would if you were using the Cornell System. Put down examples that are discussed in class but don't appear on the slide, or a story that will help you remember a main point on a slide. If they're handed out after class, transfer your own notes to the PowerPoint fill-in lines. But PowerPoint slides in

Figure 7.8

PowerPoint Miniatures Example



Jupiter Images/Photos.com

and of themselves won't do the trick; think of them more as "insurance" that you have the same information as your instructor. You must actually make use of them or work with them yourself. Although it's helpful to have them available as a tool, you still need to take notes on your own to help you process the information you're listening to in class.

Sketchnotes

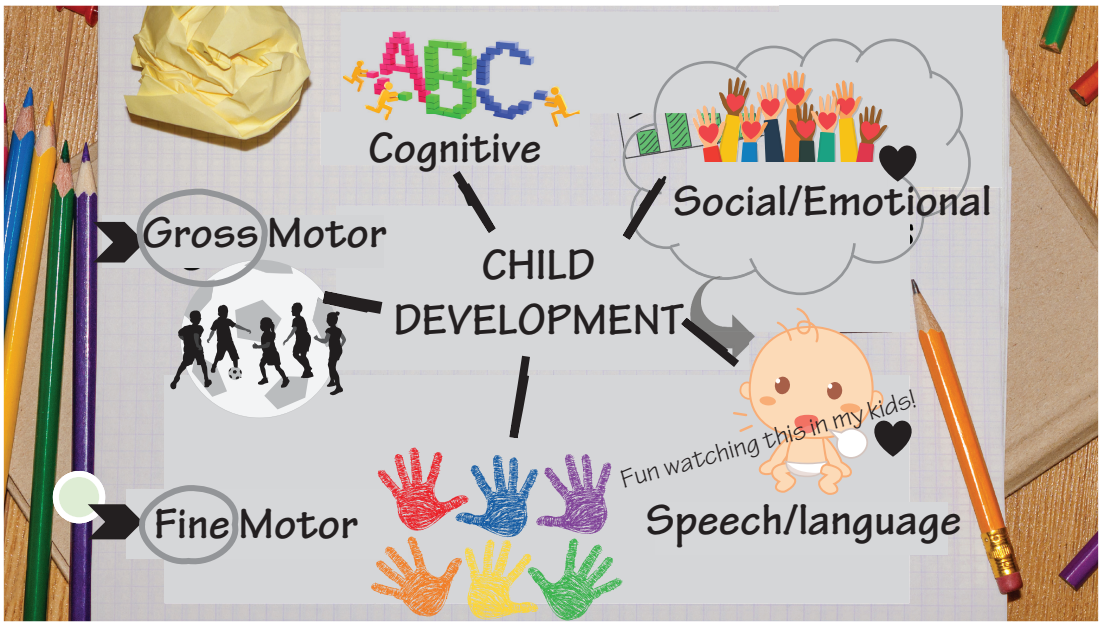
Another way of capitalizing on your visual skills is by creating sketchnotes. Mike Rohdelf, the originator of sketchnotes, wanted to develop a new technique that worked for him when he began finding that all the outlining he did for his job to be burdensome. "Sketchnotes are rich visual notes created from a mix of handwriting, drawings, hand-drawn typography, shapes, and visual elements like arrows, boxes, and lines."[34] He writes that when you put a real physical image, like a chair, on paper, you must think about its properties, such as color or proportions, visualize it in your mind, and then draw it on paper. Brain experts tell us that doing all these things give us a richer memory than we get if we simply write the word "chair."[35] Instead of simply using words when taking notes, sketch shapes, arrows, boxes, for example. Print a special typeface and connect ideas. It feels like you're doodling, but you're really *illustrating* your thoughts. Sketchnotes are hand-written and more free flowing than mind maps (see Figure 7.9). They help ideas flow and connect, and illustrations you create yourself can be memorable.

Boxing

Boxing is another visual technique that is gaining popularity. Basically, it involves grouping related points in your written notes together in a box. There can be many different boxes on a page for every topic, and you can arrange them

Figure 7.9

Sketchnote Example



iStock.com/Yevhenii Dubinko; iStock.com/Yutthaphan; iStock.com/Stevezmina1; iStock.com/Filo; iStock.com/A-Digit; iStock.com/Ymgerman; iStock.com/Michail_Petrov-96

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

as you like (see Figure 7.10).[36] Rearrange boxes, and reassign your notes to different boxes after you read or attend class. The important take-away is the *value* of *using* your notes, rather than simply taking notes and then setting them aside.

Note-Taking by the Book

So far this chapter has discussed taking notes in class. What about taking notes as you read from a textbook? Is that important, too? The answer: absolutely! It's easy to go on auto-pilot as you read and have no idea what you read afterward! Instead, take notes in the margins, on sticky notes, or better yet, keep a spiral-bound notebook next to you, and fill it with your own words as you read. Jot down questions, summarize main points, or use the Cornell System. Actually, the best thing to do is to read a section, close the book, and write down what you remember. You'll prove to yourself what you absorbed and what you didn't. Then you can dive back into the textbook again and clarify concepts that are still fuzzy.[37]

Figure 7.10

Boxing Example

Child Development 1, Week 4
Child development involves learning and mastering skills like sitting, walking, talking, skipping, and tying shoes.
Developmental milestones are learned during predictable time periods.
Children develop skills in five main areas of development:
Cognitive development: ability to learn and solve problems.
EXAMPLE 1: two-month-old baby learning to explore the environment with hands or eyes
EXAMPLE 2: five-year-old learning how to do simple math problems
Social/ emotional development: ability to interact with others, including helping themselves and self control.
EXAMPLE 1: six-week-old baby smiling
EXAMPLE 2: ten-month-old baby waving bye-bye
EXAMPLE 3: five-year-old boy knowing how to take turns in games at school

Note-Taking by the Subject

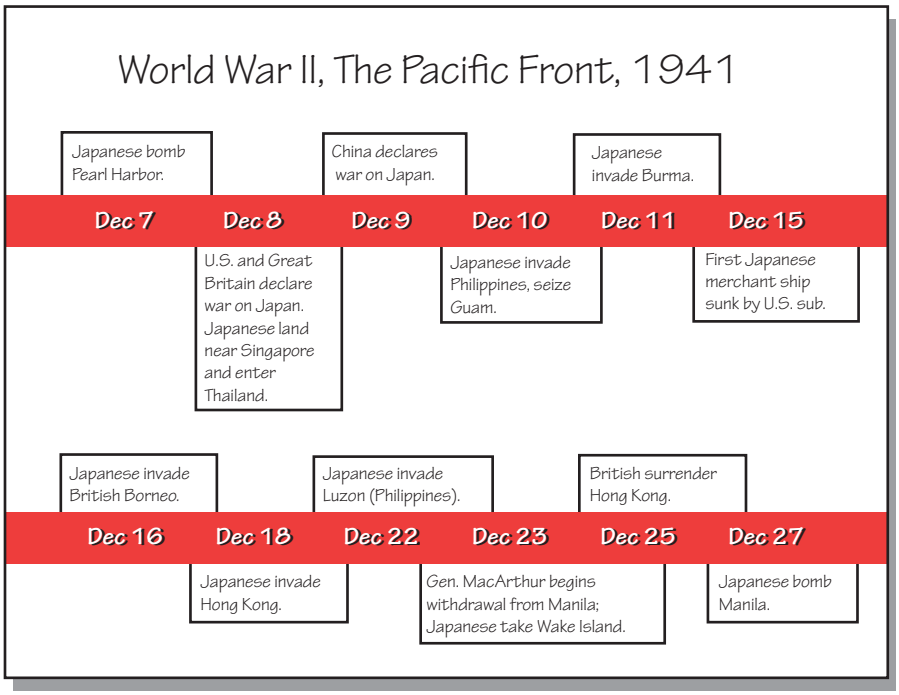
Beyond figuring out which note-taking style seems to "fit" you best, think about times when the subject dictates that you vary your note-taking style. In your American History class, it may make sense to take your notes along a timeline of the beginning of World War II, for example (see Figure 7.11). Because your instructor and your textbook report key events that took place during World War II chronologically, along a time line, you might want your notes to reflect that.

However, in your college algebra class, you may want to take notes very differently. Let's say, for example, that your instructor lectures by working problems on a real or virtual white board or by projecting them on a screen. Then you are asked to work a problem and then talk it over with a classmate who is physically next to you or in a Zoom breakout room with you. You may want to divide up your notes into columns by proposing a solution and then showing how you arrived at your answer. Having a record of how you worked a problem can be a valuable aid later when you're studying for a test that will probably contain algebra problems very much like the ones you solve regularly in class. Write everything down, and skip a few lines if there's something you want to fill in later (see Figure 7.12).

Mind mapping, on the other hand, is particularly useful in geology, physiology, biology, psychology, and education courses, where relationships among concepts are important.[38] The process of making connections on paper helps you make those same connections in your brain. Successful note-taking does mean "different strokes for different folks"—and different subjects. Be sure to make the right choices about which note-taking system makes the most sense for the course material being presented.

Figure 7.11

Timeline Example

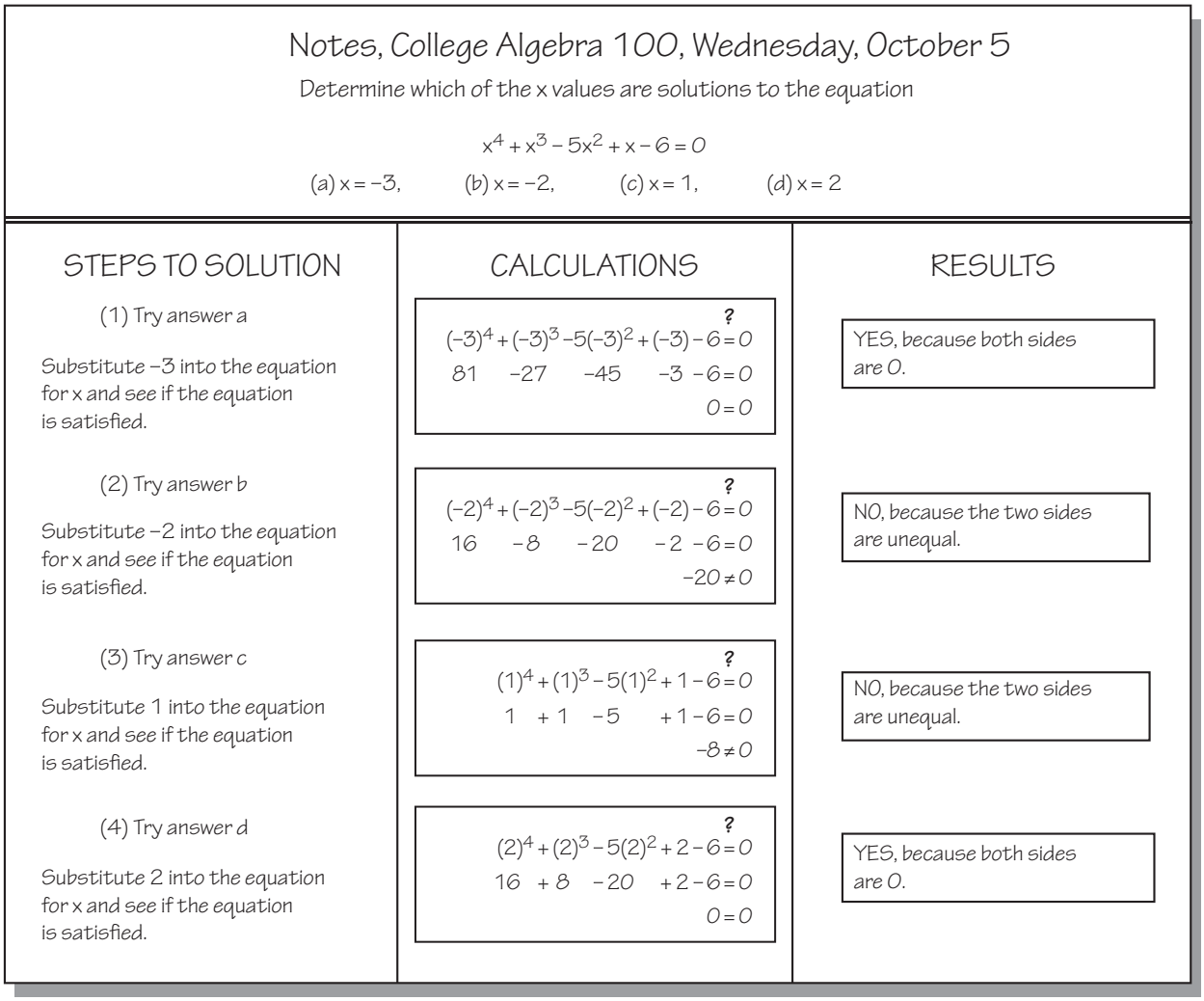

World War II, The Pacific Front, 1941
Japanese bomb Pearl Harbor.
China declares war on Japan.
Japanese invade Burma.
Dec 7
Dec 8
Dec 9
Dec 10
Dec 11
Dec 15
U.S. and Great Britain declare war on Japan. Japanese land near Singapore and enter Thailand.
Japanese invade Philippines, seize Guam.
First Japanese merchant ship sunk by U.S. sub.
Japanese invade British Borneo.
Japanese invade Luzon (Philippines).
British surrender Hong Kong.
Dec 16
Dec 18
Dec 22
Dec 23
Dec 25
Dec 27
Japanese invade Hong Kong.
Gen. MacArthur begins withdrawal from Manila; Japanese take Wake Island.
Japanese bomb Manila.

Based on http://www.historyplace.com/unitedstates/pacificwar/timeline.htm

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 7.12

Math Note-Taking Example


Notes, College Algebra 100, Wednesday, October 5
Determine which of the x values are solutions to the equation
$x^4 + x^3 - 5x^2 + x - 6 = 0$
(a) x = −3, (b) x = −2, (c) x = 1, (d) x = 2
STEPS TO SOLUTION
CALCULATIONS
RESULTS
(1) Try answer a
Substitute −3 into the equation for x and see if the equation is satisfied.
$(-3)^4 + (-3)^3 - 5(-3)^2 + (-3) - 6 \stackrel{?}{=} 0$
$81 \quad -27 \quad -45 \quad -3 - 6 = 0$
$0 = 0$
YES, because both sides are 0.
(2) Try answer b
Substitute −2 into the equation for x and see if the equation is satisfied.
$(-2)^4 + (-2)^3 - 5(-2)^2 + (-2) - 6 \stackrel{?}{=} 0$
$16 \quad -8 \quad -20 \quad -2 - 6 = 0$
$-20 \neq 0$
NO, because the two sides are unequal.
(3) Try answer c
Substitute 1 into the equation for x and see if the equation is satisfied.
$(1)^4 + (1)^3 - 5(1)^2 + 1 - 6 \stackrel{?}{=} 0$
$1 \quad +1 \quad -5 \quad +1 - 6 = 0$
$-8 \neq 0$
NO, because the two sides are unequal.
(4) Try answer d
Substitute 2 into the equation for x and see if the equation is satisfied.
$(2)^4 + (2)^3 - 5(2)^2 + 2 - 6 \stackrel{?}{=} 0$
$16 \quad +8 \quad -20 \quad +2 - 6 = 0$
$0 = 0$
YES, because both sides are 0.

Based on http://math.armstrong.edu/faculty/hollis/DicksMathTutorial/

Ask and You
Shall Receive

Even if you listen carefully to every word your instructor utters, it's likely you won't understand them all. After all, your instructor is an expert in the subject you're studying, and you're new to it. At some point or other, you'll need to ask questions. Even though that makes sense, not all students feel comfortable asking questions in class. Why? See whether you've excused yourself from asking questions for any of these reasons:

- I don't want to look stupid.
- I must be slow. Everyone else seems to be understanding.
- I'm too shy.
- I'll get the answer later from the textbook.
- I don't think my question is important enough.

Career Outlook: Note-Taking on the Job

The value of note-taking skills in day-to-day life is obvious. With a list, you can whiz through the grocery store in seconds flat. Or you can review your doctor's instructions almost verbatim. And of course, taking good notes in college is a lifesaver—no doubt about it. But what about note-taking on the job? Will these essential skills from college be useful in the workplace? Probably not, right? After all, your boss would never say, "Okay, write this down; it's going to be on the final exam."

But career experts say that note-taking skills on the job are one of those subtle career-enhancing strategies that are often overlooked. "Taking notes at work can really boost your productivity. Not only can you prevent having to follow-up later on the same topics with your boss, but it can even be a great source for others who less prepared."[39] Let's run down the why, when, and how of taking notes on the job:

WHY?

- **You earn a reputation as a hard worker**. If you take notes in meetings and others don't, you demonstrate professionalism. "Does anyone remember what we decided at the last meeting?" "No, but ask Josh; he took notes." "Taking simple notes during meetings can be invaluable, especially if you jot down action items for yourself and others. Once you do that, it makes following up easier."[40] "Luisa, I have you down for the scheduling task. How's that coming along? Need any help?"
- **You show respect.** Taking notes while someone else speaks communicates that what they're saying must be important. *New York Times* best-selling author and popular blogger Gretchen Rubin even takes notes during informal conversations: "I'm a compulsive note-taker, and I used to feel self-conscious about pulling out my little notebook and taking notes during a casual conversation. Then I noticed that people really seemed to enjoy it; the fact that I was taking notes made their remarks seem particularly insightful or valuable. Now I don't hold myself back." (One word of caution, however. If you take notes on your cell phone, make sure your colleagues know you're working, not texting or checking social media.)[41]
- **You see connections.** Employees who take notes end up with plenty of data that can help them see patterns, and patterns can stimulate creativity. If you store your notes in the same place, you can refer to them easily, and you'll "start to see connections between things you otherwise wouldn't have seen and have information that other people don't retain. This is how you'll get great ideas, form new connections, and become the kind of innovator and leader who makes things really happen on your team."[42]

WHEN?

- **Take notes during important one-on-one conversations with your boss.** Besides getting all the details, you may learn things about communication preferences and work style that are useful later.
- **Take notes during big conversations.** Often after brainstorming sessions, when the whiteboards are filled with suggestions everyone has contributed, people may leave the meeting confused. Even taking a picture of the whiteboards with your phone doesn't help. But if you've taken notes all along, you—and perhaps you alone—know what's up. Take notes in meetings with clients, customers, contacts, and mentors. You need a record you can refer to later to remember what was said; and besides, whoever takes the notes controls the "real truth" about what went down.

HOW?

- **Use whatever tool works best for you—paper, phone, or tablet**. If you're taking brief notes, consider using Simplenote on your Android or iPhone. For heavy-duty notes, try Evernote; or to keep yourself focused on a big task, consider Dayboard, a Google Chrome extension.[43] Tech guru Bill Gates states, "Paper is no longer a big part of my day. I get 90 percent of my news online, and when I go to a meeting and want to jot things down, I bring my Tablet PC. It's fully synchronized with my office machine, so I have all the files I need. It also has a note-taking piece of software called OneNote, so all my notes are in digital form."
- **Be consistent, yet ready to adapt to a better format, based on circumstances**. If you have a new boss who "wanders," verbally, mind mapping may work best. Connecting the dots on paper may help you follow along. Regardless of which format you choose, write important information—the date, attendees, and meeting topic—on every page of notes to make sense of it later. And always review your last set of notes before the next meeting so that decisions and action items are fresh in your mind.
- **After every important meeting, stop for thirty seconds and summarize the most important things you remember**. This practice isn't what we usually think of as note-taking per se, but it will help you become better at listening and asking questions, and it will change the way you pay attention.[44]

The simple truth is this: You may not get fired for not taking notes on the job, but you may lose some respect if your coworkers notice that your memory is short. "What did you suggest I do next?" "Who are we inviting to the meeting, again?" "Remind me: What did you want me to put in that e-mail?" Asking the same questions over and over again can become an annoying pattern, especially to bosses. But taking notes can help them see you as the hardworking professional you know you are.

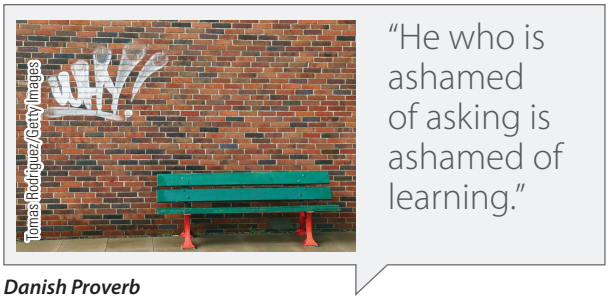
© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

- I don't want to interrupt the lecture. The instructor's on a roll.
- Instructors know what they're talking about. I should figure it out on my own.

If any of these reasons for not asking questions in class applies to you, the good news is . . . you're in good company. Many students think this way. The bad news, of course, is that your question remains unasked, and therefore unanswered.

The next time you find yourself in a situation where you don't understand something, consider these points.

1. **Remember that you're not in this alone.** Chances are you're probably not the only person in class who doesn't understand. Not only will you be doing yourself a favor by asking, but you'll also be helping someone else who's too shy to speak up.
2. **Ask academically relevant questions when the time is right.** As opposed to "Why do we need to know this?" or "Why did you make the test so hard?" ask questions to clarify information. Don't ask questions designed to take your instructor off on a tangent (to delay the impending quiz, for example). If you're really interested in something that's not directly related to the material being covered, the best time to raise the question would be during your instructor's office hours.
3. **Save *personally* relevant questions for later.** If your questions relate only to you (for example, you were ill and are now behind), then don't ask in class. Set up an appointment with your instructor. You can also get answers by researching on your own, visiting or e-mailing your instructor, seeking out a teaching assistant or tutor, or working with a study group.
4. **Build on others' questions.** Your instructor isn't the only person who speaks in class. You must apply what you're reading in this chapter to listening to your classmates, too. Listen to the questions other students ask. Use their questions to spark your own. Perhaps another student has a unique way of looking at the issue being discussed that will spark an idea for a follow-up question from you. To your instructor good questions indicate *interest*, not *ignorance*.
5. **Don't be shy.** If you're in a synchronous class online, remember to use the hand-raising icon, which helps "direct traffic," to ask questions. It's often hard enough to garner the courage to speak up because of awkward moments when several people talk over one another. Zoom is made for one speaker at a time, but taking advantage of the hand-raising tool can help.



Danish Proverb

Remember, your college education is an investment in your own future. You're here to learn, and asking questions is a natural part of that learning experience.

Using Lecture Notes

Taking good notes is only part of the equation. To get the most value from your notes, you must actually *use* them. As soon as possible after class, take a few minutes to review your notes. If you find sections that are unclear, take

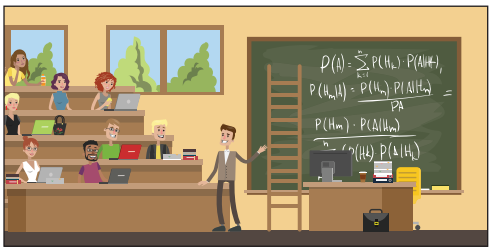
time to fill in the gaps while things are still fresh in your mind. See Figure 7.13 for a summary of the do's and don'ts of note-taking. One instructor found that students who filled in any missing points right after class were able to increase the amount of lecture points they recorded by as much as 50 percent. And students who worked with another student to reconstruct the lecture immediately after class were able to increase their number of noted lecture points even more![45] The following three techniques help you get the best use of your notes:

> "I make progress by having people around me who are smarter than I am and listening to them. And I assume that everyone is smarter about something than I am."
>
> ***Henry J. Kaiser, American industrialist (1882–1967)***

- **Manipulating** involves working with your notes by typing them out later, for example. Some research indicates that it's not writing down information that's most important. Manipulating information is what counts. Work with your notes. Fill in charts, draw diagrams, create a mind map, underline, highlight, organize. Cut a copy of the instructor's lecture notes up into paragraphs, mix them up, and then put the lecture back together. Copy your notes onto flash cards. Manipulating information helps develop your reasoning skills, reduces your stress level, and can produce a more complete set of notes to study later.[46]
- **Paraphrasing** is the process of putting your notes into your own words. Recopy your notes or your instructor's prepared lecture notes, translating them into words you understand and examples that are meaningful to you. Paraphrasing is also a good way to self-test or to study with a classmate. If you can't find words of your own, perhaps you don't really understand the original notes. Sometimes students think they understand course material

Figure 7.13

Quick Study: Note-Taking Do's and Don'ts



Inspiring/Shutterstock.com

Yayasya/Shutterstock.com

Bluelela/Shutterstock.com

DO:

- Choose the right method for the learning situation (live, online, or your own, reading), your learning preferences, and the specific content.
- Realize that handwriting has better results than typing on a laptop.
- Flag questions to ask later as you take notes.
- Remember that drawings, rather than only words, can work well.
- Do fill in gaps later.
- Write in your own words and add your own comments.
- Use your notes. Reread or talk through them as soon as you can.
- Try taking notes using a smart pen if it's within your budget.
- Try a note-taking app (Google Keep, Evernote, etc.).

DON'T:

- Rely on your memory and skip taking notes.
- Write without listening.
- Equate highlighting with note taking.
- Try to write down or type every word verbatim.
- Get distracted by multitasking if you're taking notes online.
- Rely on technology (like your phone's camera) to take notes for you.
- Depend solely on someone else's notes.
- Take notes for all your classes in the same notebook.
- Gloss over things you don't understand. Find out later.
- Let your feelings toward the class or instructor interfere.
- Don't wait until the night before the exam to read your notes.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

until the test proves otherwise, and then it's too late! Practice paraphrasing key concepts with a friend to see how well you both understand the material. Or ask yourself, *If I had to explain this to someone who missed class, what words would I use?*

- **Summarizing** is a process of writing a brief overview of all of your notes from one lecture. Imagine trying to take all your lecture notes from one class session and putting them on an index card. If you can do that, you've just written a summary. Research shows that students who use the summarizing technique have far greater recall of the material than those who don't.

Some students think that simply going over their notes is the best way to practice. Research shows that simply reading over your notes is a weak form of practice that does not transfer information into long-term memory.[47] You must actually *work with* the material, rearrange or reword it, or condense it to get the most academic bang for your buck. Active strategies always work better than more passive ones.

Insight: *Now* What Do You Think?

At the beginning of this chapter, Rachel White, a frustrated student, faced a challenge. Now after reading this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Rachel's case study. What are some of the possible outcomes for Rachel?

Action: Your Plans for Change

1. What is the single most important point you will take from this chapter?
2. Do you have a class like Rachel's? What are you doing to cope?

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you, and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. What does it mean to be engaged in class? How do you know when you are (or aren't) engaged?
2. This chapter discusses "hard" and "soft" listening skills. What's the difference between the two and which one is the right one to use in class?
3. Identify three possible formats for taking notes in class.
4. Describe two effective ways of using your lecture notes to study.
5. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete it (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you'll read?

AnandaBgd/E+/Getty Images

Reading, Writing, and Presenting | 8

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to reading, writing, and presenting in college, what do you find most challenging, if anything? Put check marks by the phrases that apply to you or write in your answer.
   - ☐ Understanding what I read
   - ☐ Struggling with writing assignments
   - ☐ Getting nervous speaking in front of others
   - ☐ Developing the skills required to read, write, and speak online
   - ☐ Procrastinating on these types of assignments
   - ☐ Completing and turning in assignments
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll be open to learning how to improve my skills.
   - ☐ I'll wait and see how much of this chapter I understand.
   - ☐ I'll get help from a support center on campus.
   - ☐ Eventually, I'll just figure it out on my own.
3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ Why reading, writing, and speaking skills are important
   - ☐ How to use technology to read, write, and present
   - ☐ How to read right
   - ☐ How the writing process works
   - ☐ What the seven C's (writing) and seven P's (presenting) are
   - ☐ How to make your PowerPoint pop

YOUR READINESS FACTOR

1. How motivated are you to learn more about reading, writing, and presenting in college? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Nimis69/E+/Getty Images

Focus
Challenge Case

Katie Alexander

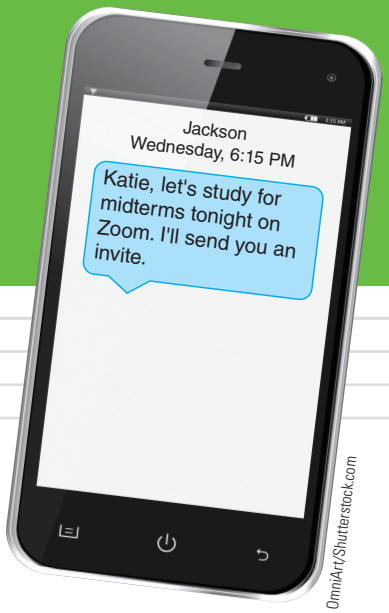
College would be a lot more fun if it weren't for all the reading and writing required, not to mention giving presentations. That was Katie Alexander's take on things. She wasn't much of a student, actually. She much preferred playing softball or volleyball with her friends to sitting in one spot with a book propped open in front of her. Reading for fun wasn't something she'd ever even consider doing—at least not reading books. To Katie, reading seventy-five text messages a day was necessary; reading books was boring. *Anyway, why read the book when you can just watch the movie?* she always asked. Katie was an energetic, active, outgoing person, and "doing" and "socializing" were her things. Academic pursuits, like reading textbooks, writing papers, and giving presentations, definitely weren't.

Actually, this was Katie's second attempt at college. She'd gone to a small liberal arts school right after high school, but the self-discipline required just wasn't there. A specialist at the college officially diagnosed dyslexia, a learning disability that affects reading skills, and Katie became discouraged and dropped out. Working as a server for two years at a restaurant in her neighborhood helped her earn enough money to go back to school. She loved the people part of her waitressing job, and thought a hospitality degree from the community college close to home would be the right choice for her. Besides, how much reading would she possibly have to do for a career like that?

Because of her dyslexia, reading and writing papers were hard work for Katie. She was smart enough to make it in college—she was sure of that—and this time around, she was more motivated. But reading a long assignment, page by page, made her fidgety, and after she read something, she found it hard to summarize what it had been about. Reading took her a long time, so long that her mind wandered wherever it seemed to want to go. She found it hard to focus, and things just didn't seem to stick. Before she knew it, she was off in some other world, thinking about her friends, or her schedule at work, or everything else she had to do. Writing papers was just as hard, if not harder. And the mere thought of giving a speech was enough to totally freak her out!

Back in grade school, Katie had been labeled as a slow reader. She was never in the top reading group, and although she resented the label, she didn't quite know what do to about it. The last time reading had actually been a subject in school was sixth grade. Now, eight years later, she was enrolled in a developmental reading class. Would it really help her?

Katie's good friend, Jackson, had always been an excellent student who loved to read, even more so now that he was in college. Katie always wondered if Jack's love of reading was due to the fact that he had been in a wheelchair since a car accident in the third grade. He couldn't be active or play sports. Katie's classmate, Brittney, however, had a different strategy. "There's so much required reading in all my classes that I don't even know where to start," Brittney admitted, "so I just don't do it. I go to class, listen to the lectures, and write down what the instructor has said on the essay tests. Katie, just learn to 'play the game'!"



OmniArt/Shutterstock.com

Hemera Technologies/Photos.com

Besides her developmental reading class, Katie was enrolled in two other classes: history and introduction to psychology. She knew she'd have plenty of reading to do there, and her friend Brittney's strategy definitely wasn't going to work. Professor Harris-Black had assigned a shocking number of chapters to read in their thick psychology textbook for the first exam. She didn't even go over the reading in class, and her lectures were about all sorts of things, much of which wasn't even related to the reading. Whenever Katie sat down to read a chapter, she found what to her were unfamiliar words and long, complicated phrases. The instructor had suggested that students read with a dictionary open online, but who'd ever want to keep stopping to look up words? You'd never finish!

With a midterm exam coming up in her psychology class next week, not to mention a paper and presentation due in her history class, Katie was beginning to panic. She'd only read one of the nine chapters assigned. In fact, she hadn't made it through the first chapter when she got discouraged and gave up. She knew the essay questions would be challenging. Winging it wouldn't work, and choosing to "watch the movie" instead of reading the book wasn't an option. Exactly what did psychology have to do with hospitality, she puzzled, and why did she have to take this course in the first place?

The night before the test, Katie decided to get serious. She sat down at her desk, armed with her yellow highlighter. As she began reading, however, she realized she didn't know exactly what to highlight because she didn't really understand what she was reading. Looking back at the page she had just finished, she saw that she had basically highlighted everything.

Exasperated, Katie told herself that she couldn't go to bed until she'd finished reading everything, no matter when that was. She started with the second chapter, because she'd read the first one, and by morning she'd be as ready as possible. Anyway, whether or not she did well wasn't up to her—it was up to Professor Harris-Black. She was the one making up the test.

Getting a good grade on her psychology midterm exam was probably out of the question, but if she could just manage to pass, Katie knew she would have to settle for that. On the other hand, she secretly hoped that maybe she'd just luck out.

Reaction: What Do *You* Think?

1. Katie is probably an intelligent student, but she has decided that she dislikes reading, so she avoids it. How important will reading be as she continues to pursue a college degree? Is she likely to succeed her second time around?
2. How would you characterize Katie as a student? Identify five specific problems described in this case study that could interfere with her college success.
3. Identify three specific things Katie should do to get her college career on track.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

What's so important about reading? Teachers seem to think it's important, but times have changed, haven't they? Does anyone ever pick up a book to actually read it cover to cover anymore? Does it matter? The answer, according to many experts, is a definite yes, it does matter![1] Reading helped us become who we are as a society and taught us particular ways of thinking.

"No matter how busy you may think you are, you must find time for reading, or surrender yourself to self-chosen ignorance."

Confucius, Chinese philospher, 551–479 B.C.

If you don't think of yourself as a strong reader, consider this. One fairly predictable result of doing anything less often is that eventually you may not do it as well. Practice helps you improve. Even an Olympic athlete who doesn't stick with training gets rusty after a while. As students read less, their reading skills deteriorate, and they don't enjoy doing it. On the other hand, the better you get at reading, the more you may enjoy it. Falling down every ten minutes the first time you get on skis isn't all that much fun, but once you can zip down the mountain like a pro, you begin to appreciate the sport.

Like Katie from the FOCUS Challenge Case, reading may not be your favorite pastime. You may feel about reading like many people do about eating cauliflower. You know it's good for you, but you'd prefer to avoid it. If you enjoy reading, congratulations! When you settle in with an exciting novel, you can travel to the far corners of the Earth, turn back the clock to previous centuries, or fast-forward to a future that extends beyond your lifetime. Whether or not you enjoy reading, it will be one of the primary skills you need to cultivate in college and continue to use in your career.

Reading skills go hand in hand with writing and presenting skills, which makes them even more important. The better you get at reading, the more likely you are to achieve academic success. Many of your classes will require intensive reading of complex material, including **primary sources** by original authors and **scholarly research**. If you complete reading assignments, and your classmates don't, think about how much ahead of the nonreaders *you* will be! But how do you learn to become a better, college-ready reader?

primary sources works written by authors themselves, like the autobiography of Benjamin Franklin (that he wrote himself)

scholarly research articles in academic journals that are typically peer-reviewed by other scholars before publication

Build Your Reading Skills

Some people think reading should be second nature since we've all been doing it for many years now. Someone may understand an article they've just read immediately, whereas others need more time to digest it or aren't quite sure how to best go about it. Learning to understand the reading process helps. In this chapter, we will look at some clues to help you become a better reader. It's not always as easy as it looks, especially in college. Books and scholarly research articles you need to read for your classes are often challenging, and they can require a lot of self-discipline to read. Sometimes you may need to read a section or an entire chapter more than once! Perhaps you're in a developmental reading class to boost your skills. Or perhaps a language other than English is your native tongue. If so, this chapter can be especially useful to you.

Start with *Why?*

2 Minute Read

Reading, writing, and speaking skills. Is learning more about them worth your time? Are they required for career success? The term *no-brainer* comes to mind. Not many jobs require zero human contact and a vow of silence.

However, "In today's job market, what you can do is often less important than how you do it."[2] Communication skills are listed as a top requirement for any job, no matter the specific field; they are employers' most required soft skill by far. In a Swedish study of 7.5 million job ads reported on LinkedIn, communication skills were listed as a job requirement 35 times more often than other skills such as leadership, empathy, or dependability.[3]

But here's a catch: today's jobs require ramped up communication skills. Just a few years ago, we read bound paper books that we could carry around with us and page through. We wrote by hand, and we erased our mistakes using small pink rubber tips at the end of our pencils. We delivered presentations using note cards to cue us, and we worked to improve our eye contact. We still do these things, of course, and we probably always will.

But times change. In today's virtual world, we need new e-skills on top of conventional basic skills. In today's current lingo, we need to re-skill, up-skill, and next-skill. Now, we read, write, and present on digital screens. We scan e-books to search for terms, rather than paging through them. We edit, re-edit, and re-re-edit, using the beloved but time-consuming backspace key, and we speak to an invisible virtual audience. To do these things, we need enhanced reading, writing, and presenting skills. These skills are partly due to the very present reality of working from home (WFH) or as it's now called, working from anywhere (WFA). In fact, even colleagues working down the hall on site tune in to other colleagues' virtual presentations or complete training online instead of walking around the corner to the conference room. After the 2020 pandemic lockdown, employees at many organizations returned to the office, but once they got there, they found themselves on Zoom calls much of the time.[4] Flexible work—on-screen *and* on site, or both at once—is here to stay. Ideally, employees want the best of both worlds.[5] Take a look Figure 8.1 to see pre- and post-COVID statistics from the financial services industry, for example.

The bottom line? You can't re-skill, up-skill, or next-skill if you don't have strong basic skills in the first place. Communication skills are already the most desirable soft skills of all; refining yours is a must. Get good at the basics—really good—so that when you need to communicate via the virtual world, you have what it takes to ramp up. Are you ready? Read on.

Figure 8.1

WFH Pre and Post-COVID

Prostockstudio/ Shutterstock.com

Pre-COVID

29+% had 60% of their workforce WFH at least once a week.

Sapann Design/ Shutterstock.com

Post-COVID

69% expect to have 60% of their workforce WFH at least once a week.

Source: Redrawn from https://www.pwc.com/us/en/industries/financial-services/library/balancing-remote-and-in-office-work.html, images = office building

Recognize the Building Blocks of Language

One way to become a better reader is by gaining a deeper understanding of how your native language works. When you've been speaking it all your life, it seems natural. You open your mouth and speak, without pausing to think over

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

every word choice. But *reading* is a bigger challenge. Just what are some of the specific challenges?

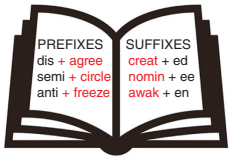
Sounds

Krisztian/Shutterstock.com

English, for example, is spoken at a useful level by over 1.75 billion people, and it's the global language of business worldwide.[6] Within the United States, English varies somewhat from one region of the country to another and from one cultural or ethnic group to another. If you live in the South, "pa" (as in "I'll have a slice of apple 'pa'") may be something you eat for dessert; in another part of the country, it's what you call your dad. The sound "tsk" you make when you mean "What a shame . . . " (tsk, tsk . . .) is an actual sound that might be the first sound in a word in other languages. In fact, when you were a six-month-old baby, you could pronounce most any sound that exists in any language. But as you learn to speak as a young child, you discard sounds that aren't a part of your native language.

If you are a native speaker, you already know a good deal about English that you're not even aware you know. If you entered a contest to name a new laundry detergent, you'd automatically use the "rules" for how English operates. For example, you know that you can't clump too many consonants together at the beginning of an English word, and you know that some sounds just don't go together, like "f" and "z." You'd never come up with "Buy new Fzuthoox!" People in the supermarket couldn't even pronounce it to ask a stocker, let alone find it on Aisle 9. If you're a new speaker of English and you'd like to learn more, go to a website on English sounds and play the MP4 files. You can hear English words pronounced online.[7]

Syllables



Nikolae/Shutterstock.com

Things get more complicated when sounds combine into syllables, like prefixes or suffixes. Some syllables are easy to understand, like the difference between the prefixes *pre-* and *post-* in preseason game versus postseason game. Or you know when you see the word *co-presenters*, that more than one person will be speaking. Other times, syllables are just plain puzzling. For example, typically, the prefix "in-" means "not." But why do *flammable* and *inflammable* mean exactly the same thing? Or when someone says your help is *valuable* or *invaluable*, why are both remarks equally complimentary? Go figure. Learning basic prefixes, suffixes, and word roots can help you decipher unfamiliar words you encounter in your reading.

Spelling

Hvostik/Shutterstock.com

Here's where many of us get tripped up—and spellcheck isn't always the solution. To make things especially messy, English has many exceptions to its rules. Take a look at the Curiosity box to see some humorous examples of just how varied spelling is in English. When you try reading the poem out loud, you'll get the point quickly.

Vocabulary

Reading is about words, and among other things, words are about cultural identity.[8] We prefer to speak like members of our own groups, based on location or

Curiosity: Hints for Non-Native Speakers of English

I take it you already know
Of laugh and bough and cough and dough?
Others may stumble but not you,
On hiccough, thorough, laugh and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead: It's said like bed, not bead—
For goodness' sake don't call it "deed"!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt.)

A moth is not a moth in mother
Nor both in bother, broth in brother
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and lose—
Just look them up—and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,

And do and go and thwart and cart—
Come, come, I've hardly made a start!
A dreadful language? Man alive.
I'd mastered it when I was five.

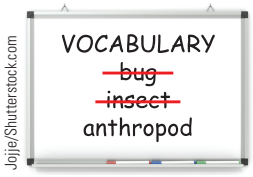
T.S. Watt

Go ahead. Try reading the poem provided here aloud. Even if English is your first language, you probably had to pause and think about how to say a word occasionally. Most anyone would. English isn't exactly the easiest language in the world to learn, non-native English speakers say. It's filled with perplexing irregularities. Think about the raw courage it would take to pursue a college degree by reading and writing in a language other than your native tongue. If English is your first language, could you do it in German or Arabic or Hindi? That being acknowledged, what strategies can ESL (English as a second language), EFL (English as a foreign language), or EAL (English as an additional language) students use to help with challenging reading assignments?

1. Remember that spoken English differs from the written English you'll find in textbooks and academic articles. In casual conversation, you'll hear, "And she's … like, 'Wow!' and I'm . . . like, 'Really?'" If you read that in a book, you'd have no idea what the speakers were communicating about. But if you're standing next to the conversationalists in the hallway, you have a chance of figuring it out. Learning to speak informally in conversation is very different from learning to read scholarly discourse. When you read, there's no body language to rely on or real-live author around to whom you can address questions.
2. Ask your English-speaking friends and instructors to coach you. For example, ESL speakers sometimes struggle with the hundreds of idioms found in English. Idioms are groups of words with a particular, nonliteral meaning. For example, "I have a frog in my throat" means your voice is hoarse, not that you literally have swallowed a green amphibian. Considering how many idioms English has and how freely English speakers use them without consciously thinking about it, non-native speakers may find learning them all to be a challenge.
3. According to Bozena Pajak, Director of Learning & Curriculum at Duolingo, "Successful communication requires both understanding what others say and being understood by others. This means that improving spoken language skills involves training in both listening and speaking." Download a language app, watch TV (especially sitcoms for conversational English), listen to podcasts, or take an online course to improve your language skills. According to one study, international students in an online course made significant gains in their language skills, compared with a control group of students who sat through the same course in a classroom.[9]
4. Try explaining what you're reading to someone else. Talking something through while you're reading, especially with a native English speaker, can help you clarify meanings on the spot—and may help the other student achieve better comprehension, too.
5. Mark up the textbook so that you can pursue difficult passages in greater detail later. Insert question marks in the margin. Read with your English-native tongue dictionary in front of you. If you get completely stuck, find another book that may explain the concepts differently.

If you're a native English speaker, what can you learn from strategies intended for ESL students?

on ethnicity. We're comfortable with our own vocabularies. However, in college, it's important to put some muscle into your vocabulary. When you study a foreign language, your first task is to learn new vocabulary words so that you have something to say: "What time is it?" or "Where is the train station?" or "How



Jojje/Shutterstock.com

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

much does this cost?" It's just as important, especially in college, to fill your mind with new words, too.

One of the best things you can do to become a better reader is to make friends with a dictionary. Even though it's annoying to stop every few minutes to look up a word, it's absolutely necessary. Sometimes it's important to break your stride, stop, and look up a word or phrase because what follows in the reading is based on that particular definition. Other times, these strategies might be appropriate:

- Keep a stack of blank index cards next to you, and write down the unknown word or phrase, the sentence it appears in, and the page number. Then when you have a sizable stack, or when you've scheduled a chunk of time, look up the whole stack.
- Try to guess the word's meaning from its **context**. Remember Lewis Carroll's "Jabberwocky" poem from *Through the Looking-Glass?* Even though the poem contains fabricated words, when you read it, you infer that something was moving around sometime, somewhere, right?

  '***Twas brillig*** ['*twas* usually indicates a time, as in 'twas daybreak],
  and the slithy toves [we don't know what *toves* are, but *slithy* sounds like a combination of slimy and slithering]

context words, sentences, and/or paragraphs around an unknown word that help you unlock its meaning

Often you can infer a word's meaning from how it's used or from other words around it, but not always. Many of your courses will require you to learn precise meanings for new terms. If you can't detect the meaning from the context, use your dictionary—and see it as a friend rather than an enemy.

Learn to "Read between the Lines"

We can move beyond the realm of sounds and words into the realm of sentences, inferences, and main ideas. Being a good reader is like being a good detective. You have to watch for subtle clues and draw conclusions.

Inferences Combining words into "complete thoughts" gives us sentences, and they can be complicated, too. The mere arrangement of words in a sentence can make a difference. From sentences and paragraphs, we create meaning and make **inferences**. See Exercise 8.1 in order to try your hand at reading between the lines. For example, language experts talk about the difference between active and passive voice, often detectable by how words are arranged. For example:

inference a conclusion reached from hints or clues about something

> Parent (noticing the dent in the front fender): "Did you drive my car?"
> You: "Yes, I drove your car." (Active voice, as in "I admit it.")

Compare that answer with "Um, your car was driven [by me]." (Passive voice, as in "the car was practically driving itself . . . ")

There's an inference (or conclusion) behind the parent's question, right? The dent is most likely your fault. Even a slight change in intonation or emphasis can make a difference in what two nearly identical sentences mean. Take these two sentences: "Let's eat, Grandma" and "Let's eat Grandma." If you're Grandma, the difference is important!

Main Ideas Reading longer sections of text requires that we look beyond sentences, down into the "guts" of a passage. This is where reading becomes

Exercise 8.1 Two-Way Inferences

Part I. Find a photo for this quote.

"How you climb a mountain is more important than reaching the top."

Yvon Chouinard, founder of Patagonia

Part II. Find a quote for the photo provided and write it here.

iStock.com/Drbimages

interesting. How do you move beyond sounds, syllables, and words—the building blocks of language—toward understanding? The place to start is by finding the **main idea**. How do you do that?

main idea central message a writer is trying to get across

- Look for hints that identify the topic or subject being discussed.
- Look for words and phrases that are repeated.
- Look for a thesis statement or topic sentence that summarizes the passage.
- Look for evidence of the author's opinion on what's being written about.

How do you know whether the main idea is worth buying into? Where can you find the evidence that supports the idea and makes it believable?

- Look for statistics, testimony from an expert, or examples.

And how do you detect inferences?

- See whether you can uncover a generalization that could be made after reading the passage.
- Ask how the passage overall relates to you.

iStock.com/RicardoImagen

"Outside of a dog, a book is man's best friend. Inside of a dog, it's too dark to read."

Groucho Marx, American comedian, actor, and singer (1890–1977)

Read Right!

How do you prefer to read? When you think about it, your answer may be *it depends*. Like many people, you may prefer to leaf through a glossy magazine, bask in a novel on an e-reader, and hold an actual textbook in your hands—or some mix of possibilities. Why, you ask, is it important? After all, reading is reading. Not quite. We have an abundance of options to choose from. We can read on paper, on-screen, or on an e-reader. We can listen to a book, read along as a computer reads to us, or even pretend to have read when we really haven't

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

(not recommended for class). Thanks to technology, we're reading more than ever: between 1980 and the late 2000s, the words processed by our brains via texts, web stories, social media, and e-mails tripled.[10]

What does this sea of reading possibilities mean for readers? In the 1960s, Marshall McLuhan, a famous Canadian philosopher characterized as one of the most "charismatic, controversial, and original thinkers" of his time, wrote that *how* a message is delivered has a profound effect on *what* the message actually says.[11] According to McLuhan, reading static print on the pages of a bound book is passive, compared to listening to the same information on the radio or watching it on TV, both of which produce an immediate response, even though the response may be internal and unobservable. McLuhan's most famous quote has resurfaced today—"The medium is the message"—with far-reaching implications brought on by the advent of the internet.[12]

Experts say we are transitioning from a "a literacy-based culture to a digital, screen-based culture."[13] If so, what do we stand to lose and what might we gain? Social media, for example, which some experts believe has addictive potential, releases endorphins in our brains as we respond to posts or images and have the capability to instantly "like" them. We skim mindlessly and swim aimlessly through unending photos and quick updates without remembering much of what we've seen. For the purposes of our discussion, what effects do our online tendencies have on how we read for class? Is reading on-screen different from reading on paper? Most reading experts tell us that reading on paper and reading on-screen aren't simply substitutes for one another. Different kinds of reading materials require different levels of mental focus. Our reading habits online are shallower. When we read on-screen, we tend to skip and skim as we search for the bits that are most interesting to us. (When we listen to an audiobook, on the other hand, every word will be read, not just the ones we choose to read.) Eventually, do we run the risk of reading everything in the same way we skip and skim online, even when it's a Shakespearean play or a lengthy, time-worn classic?

As with anything, there are pros and cons for reading online and reading on-screen. As one expert remarks, "There is physicality in reading … I would like to preserve the absolute best of older forms, but know when to use the new."[14] Research shows that when we read on paper, we are more efficient and more aware of how we're doing at the task then when we read on-screen.[15] One researcher recently noted, "[Print reading] is kind of like meditation—focusing our attention on something still. I think it's healthy for us as human beings to sit down with something that doesn't move, ping, or call on our attention."[16]

British philosopher Francis Bacon once wrote, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." His words are another way of saying that it's important to "Read Right." Here are some specific recommendations to consider:

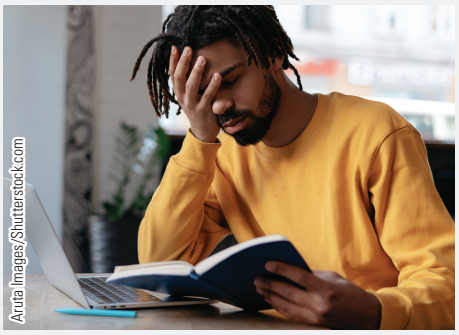
1. **Adjust your reading based on the medium.** Think about your specific purpose for a specific reading task and proceed accordingly. Will you be reading from a screen or from a print book? Reading isn't a race. Remember the old children's story about the tortoise and the hare? The turtle

actually won the race because he plodded along, slowly and steadily, while the rabbit zipped all over the place and lost focus. The moral of that story applies to reading, too. The point isn't simply to make it through a reading assignment by turning pages or clicking every few minutes so that you can finish the chapter in a certain amount of time. Reading requires you to back up occasionally, just like when you rewind a movie you're watching at home to catch something you missed: "What did he say to her? I didn't get that." Reading is a process; understanding is the goal. Today's reading experts say, "We read digital [text] more quickly, [so] we think we must understand it better ... Everything's so quick and accessible that we may not be truly digesting [what we read] anymore."[17] It's fine to scan quickly online for news headlines or entertainment updates, but when you're reading a chapter of your economics text, deliberately slow down. Don't fall into the habit of scanning and skimming as you often do for a quick information grab. Instead, to retain what you read on-screen, handwrite key takeaways. You could type some notes instead, but writing by hand boosts your memory.

2. **Take stock of your own reading challenges.** Which of the following are reading issues for you? Rank order your top five, with 1 as your most difficult challenge.[18]

___ boredom	___ surroundings	___ vision	___ fear	___ speed
___ fluency	___ comprehension	___ fatigue	___ time	___ level
___ amount	___ retention	___ interest	___ laziness	___ motivation
___ vocabulary	___ attitude toward reading	___ finding the main point	___ estimating reading time	___ reading everything the same way

Many people find reading challenging. You may have worked with an impatient teacher as a youngster, or you may have been taught using a method that didn't work well for you—factors that still cause you problems today. Reading involves visually recognizing symbols, transferring those visual cues to your brain, translating them into meaningful signals—recording, retaining, and retrieving information (here's where your memory kicks in)—and finally using these meanings to think, write, or speak. Reading challenges can be caused by *physical factors* (your vision, for example) and *psychological factors* (your attitude). If you want to become a better reader in the future, it's a good idea to assess honestly what's most challenging about the process for you right now.[19]



"Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not."

Thomas Henry Huxley, British biologist (1825–1895)

3. **Have a "conversation" with the author.** In every book you read, the author is trying to convince you of something. Take this one, for example. We have been engaged in a conversation all the way through. What do you know about me? What am I trying to persuade you to think about or do? Even though I'm not right in front of you in person on every page, you are forming

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

impressions of me as you read, and I'm either convincing you to try the suggestions in this text or I'm not. As you read books for class, argue with the authors ("That's not how I see it!"), question them ("What makes you say that?"), agree with them ("Yes, right on!"), relate something they said earlier to something they are saying now ("But what about …?"). Instead of just coloring with your yellow highlighter or glossing over pages of on-screen text, scribble comments in the margins, make notes to yourself, or keep a running **commentary** in a notebook. **Annotate** the text. Reading is an active process, not a passive one in which the words just float by you. In fact, mark up this page right now! How do you decide what's really important? One thing you can do is ask your instructors to show you their mark-ups in your texts in print or e-book, and see whether you both agree on what's important.

commentary a record of your opinion

annotate to write notes or comments on a written work to help explain the topic or concept

4. **Dissect the text.** Whether you did it virtually online or physically in a real lab, dissecting or cutting up those little critters in your biology class helped you figure out what was what. The ability to dissect text is important in reading. As you read and make notes in the margins, write "what" and "why" statements. Try it: beside each paragraph here, write a one-sentence summary statement, a "what" statement. Put the author's words into your own words. Then write another sentence that focuses on why the paragraph is included. Does the paragraph contain *evidence* to make a point? Is it an *example* of something? If you can tackle this recommendation, you'll do wonders for yourself when exam time rolls around.
5. **Make detailed notes.** You'll be much more likely to actually master a challenging reading assignment if you keep a notebook beside you and take full-blown notes as you read. Go back and forth, detailing main points and supporting evidence. Or go online and use a note-taking tool like evernote.com. The old rule of thumb still applies: read, close the book, and write down what you remember. Then go back into the book and check.[20] The physical act of writing or typing can help you remember it later.
6. **Put things into context.** Reading requires a certain level of what's called **cultural literacy**. Authors assume their readers have a common background. They refer to other books or current events, or historical milestones, and unless you know what they're referring to, what you're reading may not make sense to you. An example you might be familiar with is how the television show *Seinfeld* made real words that everyone now knows and uses, out of fake ones: *yada yada yada* (akin to blah, blah, blah), for example. The American culture is increasingly diverse with infusions from many other cultures; however, cultural literacy "means understanding what's being said in public, in the media, in colloquial conversation ... The challenge, for Americans new and old, is to make a common culture that's greater than the sum of our increasingly diverse parts."[21]

cultural literacy core knowledge—things that everyone knows—that helps put things into context and give them meaning

7. **Don't avoid the tough stuff.** Much of the reading you'll do in college includes complicated sentences that are difficult to work your way through. When you read complex passages aloud, you may stumble because you don't immediately recognize how the words are linked

into phrases. But practicing reading aloud is one way you can become more conversant with difficult language. Many instructors teach students a common approach to reading and studying called SQ3R:

Survey—Skim to get the lay of the land quickly.

Question—Ask yourself "what," "why," and "how" questions. What is this article or chapter about? Why is it included? How might I use this information?

Read (1)—Go ahead now and read the entire assignment. Make notes in the margins or even create a study guide for yourself.

Recite (2)—Stop every now and then and talk to yourself. See whether you can put what you're reading into your own words.

Review (3)—When you've finished, go back and summarize what you've learned.

"Reading is to the mind what exercise is to the body."

Joseph Addison, British politician and writer (1672–1719)

Try it right now with this section of the chapter, "Read Right."

Survey—What is this section of the chapter about, generally? When you preview a chapter or section of a textbook, look for color, highlighting, italics, layout, bullets—anything that communicates, "This is important!" Look for these clues in e-books, too.

Question—What's the point of including it? Why is it here? How can it help you?

Read (1)—Now read the bullets in this section carefully, making "what" and "why" comments in the margins.

Recite (2)—At the conclusion of each bullet, summarize the point out loud, and decide whether this is an item you should put a check mark next to, indicating that it's something you should work on.

Review (3)—When you're finished with the whole section, see whether you can summarize what you've learned from reading it.

8. **Learn the language.** Every discipline has its own perspective and its own vocabulary. In many of the introductory classes you take, you'll spend a good deal of time and effort learning terms to be used in classes you'll take later. In order to study *advanced* biology, everyone has to learn the same language in *introductory* biology. You can't be calling things whatever you want to call them. You call it a respiratory system, but your classmate calls it a reproductive system. In college you will be introduced to various subjects or disciplines as you take what are often called general education or core courses. It's important to get to know a discipline by learning its relevant vocabulary.

9. **Bring your reading to class.** Some of your instructors will infuse the outside course readings into their lectures. They may preview the readings in class, talk about their importance, or create reading worksheets for use in small groups. If they don't, however, it's up to you to integrate them. Bring up the reading in class, ask questions about it, and find out how it relates to particular points in the lecture. Doing so is an important part of being responsible for your own learning.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

10. **Ask for a demonstration.** If a textbook reading assignment for a course baffles you, ask your instructor for a mini-lesson in how to proceed. Sometimes all it takes is for the teacher to give the entire class (or just you) some pointers. For example, your instructors may help you come up with "what" and "why" statements or tell you where they would stop to write something in their notebook.
11. **Be inventive!** Students who are the best readers invent strategies that work for them. Perhaps you're an auditory learner. Reading assignments aloud might drive people you live with crazy (so find a place where you can be alone), but it might be the perfect way for you to learn. Or see if your text is available as an audiobook. If you're a kinesthetic learner, you might make copies of particular passages from your textbook and lecture notes, and build your own scrapbook for a course. Or cut up the instructor's lecture notes into small puzzle pieces and reassemble them. Using what you know about yourself as a learner is a big part of college success, so don't just do what everyone else does or even follow your instructor's advice word for word, if it doesn't work for you. Figure out what does, and then do it!

The bottom line? "Read more. Focus when you do. Medium matters."[22] The evidence is beginning to mount. When it comes to reading, the medium *is* the message. Take a look at Exercise 8.2 for examples of the many ways we can communicate, and think about the effects of our choices.

Exercise 8.2 Channel Chooser

Today's wide array of technology options requires that we choose how to communicate on a minute-by-minute basis. Your grandparents used to make long-distance calls (which were expensive) or write snail-mail letters. Besides talking face-to-face, those were the primary options. Today, you can call someone, fire off a text, send an e-mail or Tweet, or post on Facebook, for example. The particular choices you make send a message about you and whether you are a competent communicator. The bottom-line question is this: Is one channel more appropriate than another for a specific message? Look at the following scenarios, decide which particular communication channel you'd choose for each situation, and then explain why. Here's an example:

A student employee who has worked with you for two years wins a prestigious college award. You want to congratulate her. Which channel would you choose, and why?

a. Phone call
b. Text message
c. E-mail
d. Social media post
e. Written note
f. Face-to-face conversation
g. Tweet
h. Other

E. I'd send her a handwritten note because that's more personal and special.

Now try some on your own. Be prepared to defend your choices during a class discussion.

1. You need your instructor's approval on the thesis statement you've written for your first essay in English class. You're having trouble coming up with something. _____

2. You want to break up with your romantic partner of six months. You just found out something disappointing that makes you feel hurt and angry. _____

3. You want to let other students know about an exciting campus event this weekend. It is free and open to everyone. _____

4. Your last college tuition bill contained a major error. It's a big mess. _____

5. The low grade you earned on your history paper counted for a large portion of your overall grade and may put you on academic probation. You want to ask your instructor to reconsider. _____

6. You need to tell your boss you're not coming in to work today because something came up. _____

7. You want to thank your favorite professor for a great learning experience this term. _____

Write Right!

Although your reading skills will be critical, they are only one of the several types of communication skills you will need in college. Good writing skills will be essential, too. The question we'll explore next is how to build the writing skills you'll need. If you can do that, you're well on your way to successful outcomes. But like reading, writing can be challenging, too.

Why do some students put off writing assignments? Is it because they worked with a cranky writing teacher in the past? Are they afraid of producing something less than perfect? Have they been unsuccessful at previous writing projects? Or, like Katie, do they simply dislike writing? It's tempting to start with something so general that it could work for literally any paper. Or you may fall into a boring habit, like starting every paper with the dictionary definition for whatever you're writing about. Or perhaps you don't even get that far. You may simply stare at the blank screen until it's time to do something else and move on.

When you have an important writing assignment to do, how do you get started? Many students just sit down at their computers and start typing at midnight the night before the paper is due—hoping for a flash of inspiration—and thereby end up sabotaging themselves. They avoid the upfront work and rationalize that they work better under pressure or they enjoy the adrenaline rush of a tight deadline. But ask yourself this: Would you invite your romantic partner out for dinner before the prom and then just drive around together until you find a restaurant that looks inviting? Would you start your vacation by going to the airport and wandering around until you see an alluring destination at one of the gates? Of course not! Why then would you sit down at your computer at midnight and just start typing? Sure, eventually you will have filled enough pages to reach the assignment's required length, but it's not just about quantity; it's about quality. Quality writing takes patience, focus, and attention to detail. Writing and critical thinking are linked. When you write, you're thinking on paper. Doing it well will help you become a better critical thinker and learner in all your courses.[23]

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Writing as a **Process**

How should the writing process work, ideally? It should involve three basic stages: prewriting, writing, and rewriting.

"Start writing, no matter what. The water does not flow until the faucet is turned on."

Louis L'Amour, writer about the American West (1908–1988)

Prewriting

Think of this analogy: When you speak, you may not know exactly which words will come out, but you have some idea of what you want to say before you open your mouth, right? Just as you prethink what you're going to say, you must prewrite what you're going to put down on paper. In order to do that, you must ask yourself questions like these:

1. **What is the assignment asking me to do?** Let's say one assignment asks you to summarize interviews with three English instructors on campus to find out what makes them effective teachers. And another assignment asks you to compare and contrast teaching English with teaching math. You'd go about these two writing assignments differently. Zero in on the verbs in the assignment—*summarize* versus *compare* and *contrast,* in this case. The specifics of the assignment must be crystal clear to you, and if you're given a choice of topic, pick something that really interests you.
2. **Who is my audience, and what do I want them to know or do?** You write differently for different audiences—for your composition class or for your blog on being a college student, for example. If you're writing for your blog readers, you may aim for catchy phrasing, short sentences, and an intriguing title. Once you know who you're writing to or for, then you can ask: *What do I want them to know? Am I trying to inform, persuade, or entertain them?* You'll write differently, depending on your specific purpose.

thesis your main points, summed up in a sentence (or two); what you intend to "prove" in your paper

3. **Can I compose a strong thesis statement?** Your paper's **thesis** statement should be the specific argument you're making, summarized into one sentence, ideally. For example, in your paper about good teaching, you might begin with a thesis statement like, "Being a good English teacher requires knowledge, patience, and enthusiasm." Formulating a strong thesis is half the battle.
4. **Have I done enough research?** If you've followed the guidelines provided in your instructor's handout about the assignment, ask: Do I have enough support for my thesis? Have I gathered enough statistics, expert testimony, and examples to persuade my reader?
5. **Set in-between target dates for the three stages of writing, even if your instructor doesn't.** Some instructors will ask to see your work at each stage of the writing project. Other instructors will simply ask for your final paper to be uploaded or printed out. If you're asked to physically hand a copy of your paper in and you try to print it at 9:50 A.M. for your 10 A.M. class, you can count on something going wrong, like a long line of students waiting to use a printer in the library, or your printer cartridge shriveling up or your hard drive plummeting to an untimely death. To beat the odds, schedule in-between deadlines for yourself for prewriting, writing, and rewriting to keep the project moving along.

Writing

Have you ever experienced writer's block, or nowadays, the "tyranny of the blank screen"? You sit down to write and suddenly go blank? Whatever you call it, you'll be relieved to know there are ways around it.

Some professional writers resort to downright weird strategies to get themselves going. Victor Hugo supposedly wrote in his study at the same time every day—naked! His servant was ordered to lock away all Hugo's clothes until he had finished each day's writing.[24] Apparently, the method worked—look at *Les Misérables*. The paperback version has 1,488 pages! But this technique may not be well received by the people you live with. Just write freely about whatever comes into your head, whether it's on target or not. But how do you start doing that? Take a look at these techniques for starting the writing process.

1. **Begin by writing what's on your mind.**

   I'm having trouble starting this paper because there's so much to talk about in terms of good teaching. When I think back over all the English teachers I've ever had, a few really stand out. Mrs. Hampton, in seventh grade, was definitely the worst teacher ever, but Mr. Evans, in eighth grade, was the complete opposite. Just what was it that made him so good? I think it was his knowledge, patience, and enthusiasm. Maybe identifying these three characteristics will help me decide what makes a good English instructor in college.

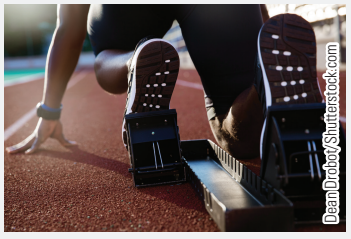
   Now stop and look at what you've written. Based on your "stream of consciousness," you now have the beginnings of a paper about how being a teacher requires knowledge, patience, and enthusiasm. You're on your way.

"I must write it all out, at any cost. Writing is thinking. It is more than living, for it is being conscious of living."

Anne Morrow Lindbergh, American writer and aviation pioneer (1906–2001)

2. **Begin with the words, "The purpose of this paper is . . ."** and finish the sentence. You may be surprised by what comes out of your fingertips.
3. **Work with a tutor in your campus Writing Center.** Sometimes talking through the assignment with someone else can help, particularly if that person is a writing expert. Or talk it through with a family member.
4. **Change the audience.** If it helps, assume you're writing your paper to someone who sharply disagrees with you or to a middle school student who just asked you a question. Sometimes thinking about your audience—instead of the topic in the abstract—helps you zero in on the writing task.
5. **Play a role.** Imagine yourself as a nationally-known education guru or a network newscaster deciding what to include on the evening news. Separate yourself from the task, and see it from another perspective.

"*Finis origine pendet* (The end depends on the beginning.)"



Manlius, first century Roman poet

Rewriting

Rewriting is often called "revision," and that's a powerful term. It means not merely changing, but literally re-seeing, re-en*vision*ing your work. Sometimes

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"I do not like to write—I like to have written."

Gloria Steinem, journalist and political activist (1934–)

students think they're revising when they're actually just editing: tinkering with words and phrases, checking spelling, changing punctuation. But the word revision actually means more than that. It means making major organizational overhauls, if necessary. According to many writing experts, that's what you must be willing to do. You're on a search and destroy mission, if that's what it takes.[25] Try these suggestions for rewriting to see whether they work for you:

1. **Leave it alone.** To help you see your paper as others will see it, set it aside for a while. If you can wait an hour, a day, or a weekend before revising, you'll have distanced yourself long enough to see your writing for what it is, and then improve it. Of course, this suggestion isn't meant to serve as an excuse for a late paper ("I couldn't turn my paper in today because I need to wait before I rewrite."). That won't fly. But coming back later can provide "Aha!" moments. (*What? I wrote that? What was I thinking?*)
2. **Ask for feedback.** One way of discovering how your writing will affect others is simply to ask them. Share your writing before it becomes final.
3. **Edit ruthlessly!** Cutting a favorite phrase or section may feel like lopping off an arm or a leg. But sometimes it must be done. The goal here is to produce the best paper possible, even if it's painful!
4. **Decide on an organizational format.** If you were writing about the three qualities of good English instructors, you'd want to use a *topical* format. Your paper would be organized into three major chunks. If you were writing about the differences between good English instructors and good math instructors, you'd use a *compare and contrast* format. If you were going to present solutions to other instructors about the problems in making English and math classes more exciting, you'd use a *problem-solution* format. Decide how best to present your information, and then follow the format you choose.
5. **Proofread, proofread, proofread!** You may think you have just written an unbelievable essay, but if it's full of mistakes, your instructor may pay more attention to those than to your paper's brilliant ideas. Sometimes it also helps to proofread out loud. Somehow, hearing the words, especially if you're an aural learner, makes errors more obvious. Be proud of the document's final appearance—paper clean, type dark and crisp, margins consistent, headings useful, names and references correct, no spelling errors even if it's uploaded rather than printed out. And remember that spellcheck, for all its convenience, can let you down. If the word you use is an actual one, but not the right on, it will give its approval, regardless. (Did you catch the spelling error in that last sentence? Spellcheck didn't.) Exercise 8.3 asks you to use your own writing skills to discern how this student could improve a writing assignment.

One more tip. Throughout these three stages, be prepared to move fluidly from one to the other at the slightest provocation. If you're rewriting and you come across some prewriting information (as in *new research*) copy it down and fit it in. If in the prewriting stage you think of writing that strikes you as powerful—a good argument or a well-constructed phrase—write it down.[26]

Exercise 8.3 What's in an "A"?

Take a look at this first-year student's essay and offer the writer advice.

Assignment: Describe a problem you have faced as a first-year student and identify a possible solution.

> Last summer, I worked for a bank in my hometown to earn money for college. I was told to show up for the interview at 8:30 A.M. I usually don't get up that early, so on Thursday night, I set my alarm clock, my cell phone alarm, and my clock radio to make sure I didn't miss it. Afterward, I thought that I had really hit it off with the interviewer. When I first got the job on a Friday, I was thrilled. Imagine me working for a bank! I thought that sounded like a prestigious job. When I told my Dad about getting the job, he said that he thought banks really shouldn't hire young people because they don't know the value of money. I decided he was probably kidding around.
>
> But after my first week at Citizen's National Bank, I found myself bored stiff. Counting bills and tallying numbers really aren't that interesting. I did meet this girl named Nicole, and she was kind of cool, but everyone else at the bank was a little standoffish, including my supervisor, Ned. I didn't want to have a strained relationship with my boss, so I was friendly with him and serious about getting my work done. But by the following Wednesday, I was ready to quit. I heard about an opening at the coffee shop close to my house that included free food. So that's where I ended up. The moral of this story is to only take a job if you are really interested in the work. And I've definitely decided not to major in accounting.

What's the main problem with this essay? The essay contains no grammatical errors. But is it likely to earn an A? What is the writer's thesis statement? Instead of telling a story from start to finish, how would the essay change if the writer had asked a question like this: What mistakes do students make when looking for a job to help them pay for college?

Build a Better Paper: The Seven C's

In many ways, writing is like building. But instead of using nails, planks, and sheetrock to construct our communication, we use words, sentences, and paragraphs. Here are seven suggestions—all of which begin with C to help you remember them.[27]

> "What's another word for Thesaurus?"
>
> ***Steven Wright, American comedian***

1. **Be Clear.** Unfortunately, the English language gives you endless opportunities to write something quite different from what you mean. You can use your thesaurus to find a word that sounds good, but isn't recognizable (as in *profundity*, which follows), or you can write a convoluted sentence that can't be understood. Compare these two sentences, both of which are unclear because of wording or sentence structure:
   - *The profundity of the quotation overtook its author's intended meaning.*
   - *The writing was profound, but on closer examination, not only was it devoid of content but it was also characterized by a preponderance of flatulent words.*

   Yes, many of us will be able to figure out what these sentences mean, though perhaps we'll need to check an online dictionary. Sometimes beginning college students decide they must write to *impress* rather than to *express*. They assume instructors like this kind of complicated writing that uses big words and sounds important. They think it sounds more academic. Instructors see through that trick. Mean what you say, and say what you mean.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"I am returning this otherwise good typing paper to you because someone has printed gibberish all over it and put your name at the top."

English Professor, Ohio University

2. **Be Complete.** Ask yourself what your reader needs to know. Sometimes we're so close to what we're writing that we leave out important information, or we fail to provide the background the reader needs to get our meaning. Put yourself in your reader's shoes (or in this case, eyes).

3. **Be Correct.** If your writing has many grammatical, spelling, and punctuation errors, readers may get the sense that you don't know what you're writing about either. If grammar and punctuation aren't your strong points, ask someone you know who's a good proofreader to look over your first draft or find a grammar-checking site you really trust.

4. **Be Concise.** In the past, you may have used tricks like enlarging the font or increasing the margins to fill an assigned number of pages. But college students sometimes face the opposite problem: They find that writing less is more challenging than writing more. Think of this formula: A given idea expressed in many words has relatively little impact. But that same idea expressed in few well-chosen and well-combined words can stick in your memory. You could say:

   "Whether or not a penny, or any amount of money, is earned or saved, it has the same or at least a similar value, fiscally speaking, in the long run."

   Compare that writer's tendency to "run off at the mouth" with Ben Franklin's concise expression:

   "A penny saved is a penny earned."

"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."

Chimamanda Ngozi Adichie, Nigerian writer whose TED Talk, "The Dangers of a Single Story," has more than 28 million views

5. **Be Compelling.** Your writing should be interesting, active, and vivid, so that people want to read what you have to say. Compare these two headlines. Which article would you want to read?

   - *Protests against tuition increases have been led by community college student leaders.*
   - *Student leaders urge campus-wide protests over tuition hikes.*

   The sentences create different images, don't they? The first sentence makes the situation sound like something that happens every day. The second sentence uses the active voice *(leaders urge campus-wide protests)* instead of the passive voice *(protests have been led)*, and the second sentence uses a more descriptive verb *(urge* versus *lead)* and noun *(hikes* versus *increases)*. Of course, you can go too far *(Campus leaders spearhead fiery student fury over radical tuition upsurge)*. But this principle is a good one to remember.

6. **Be Courteous.** Courtesy is important in any kind of writing. E-mail and texts are often places where people are discourteous to one another in writing—perhaps because distance gives them courage or they're just plain cranky. Having a meltdown on paper or your computer screen is rarely the right choice.

7. **Be Convincing.** You'll be a more successful writer if you support your views with solid evidence and credible testimonials.

If the purpose of your writing is to dispel stereotypes, write about your own specific experiences or those of others, not just generalities. Give specific examples to illustrate your point—anecdotes, testimonials from experts, facts, statistics—and your writing will be more persuasive.

"A C essay is an A essay turned in too soon."

John C. Bean, Professor of English, Seattle University

Keep these seven C's in mind. The secret to learning to think in college is to become a better writer. As you're learning critical thinking skills, you'll also become a more clear, complete, correct, concise, compelling, courteous, and convincing writer. Use the checklist in Box 8.1 to make sure your work is ready to turn in or upload.

Box 8.1 Paper Submission Checklist

Before you turn in a written assignment, make sure you go through this checklist. Consider it to be "insurance" that your paper is fully ready. If you checked the "No" box for any item, explain why. For example, if you checked "no" for item 3 under "Structure," you might write that the assignment required your opinion, rather than research.

STRUCTURE

	Yes	No
1. Did you use a normal-sized font (12-point) and one-inch margins?	☐	☐
2. Did you follow APA or MLA stylesheet rules if doing so was a part of your assignment?	☐	☐
3. Did you include a list of references (bibliography)?	☐	☐
4. Did you number the pages, as instructed, format the title page correctly, and so on?	☐	☐

CONTENT

1. Reread the assignment. Did you do what the assignment asked you to do?	☐	☐
2. Did you write for the appropriate audience? (Are you writing for your instructor or for another student or group of students, for example?)	☐	☐
3. Does your paper have a clear thesis statement?	☐	☐
4. Did you do enough research?	☐	☐
5. Circle the organizational pattern you used: problem–solution, chronological, topical, cause and effect, other (please explain).		
6. Is your writing clear, complete, correct, concise, compelling, courteous, and convincing? Circle the "C's" that are particularly strong.	☐	☐

PROCESS

1. Have you received feedback on your paper, either formally from a campus Writing Center tutor or informally from someone you know who is a good writer?	☐	☐
2. Have you edited your paper after reading and rereading it (after allowing some time to pass), or after reading it aloud?	☐	☐
3. Other (as indicated by your instructor): _____		
4. Based on the grading criteria your instructor has discussed for this paper, what grade would you assign it? Why?	A B C D F	

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Deliver a Better Presentation:
The Seven P's of Speaking

When your assignment involves a presentation, instead of or in addition to, a paper, your public speaking skills will be on the line. You may be thinking something like this: *I'm not going to be a public speaker. I'm going to be a surgeon. I'll spend all my time hunched over unconscious people lying on an operating table. All I'll need to know how to do is hold a scalpel with a steady hand.* But is that really true? What about the communicating you'll need to do with totally conscious hospital administrators, other doctors, and patients before and after surgery?

"The Golden Rule of Speaking: "Never deliver a presentation you wouldn't want to sit through. Never deliver a virtual presentation that is less engaging than it would have been in person."

***Patti Sanchez,* Presenting Virtually: Communicate and Connect with Online Audiences**

Most people think of public speaking as an episode, a onetime event. You stand up or log in to an online class to give a speech, and when you're finished, you sit down or listen to another student give a speech. But actually, there's a sense in which all the speaking people do is public. By contrast, what would *private* speaking be? Thinking? On the job, you'll communicate with others every day. Unless you join a profession that requires you to take a vow of silence, you'll be speaking publicly all the time!

When you prepare for a presentation in one of your classes, what is your primary goal? To impress your instructor? To amaze your classmates? To get your presentation over with? How about to give the very best presentation you can give as your goal? If the thought of giving a presentation makes you uneasy, see Figure 8.2.

Many of the suggestions in this chapter apply to both writing and speaking. As both a writer and a speaker, you should be clear, complete, correct, concise, compelling, courteous, and convincing. You should choose an organizational pattern and use it to help your audience understand what you're saying. (Unlike reading a written paper, they only have one chance to hear your words go by.) You must have a strong thesis in a speech, just as you must in a paper. But let's examine some other advice that relates primarily to speaking. Use the Seven P's of Speaking to create winning presentations that set you apart in all your courses.[28]

1. **Purpose.** What is the purpose of your presentation? Often the purpose is given to you directly by your instructor: Prepare a five-minute speech *to inform*. . . . But other assignments will allow you to select your own purpose: "The Trials and Tribulations of a Student Mom" (to inform), "Sustainability in an Age of Materialism" (to persuade), "The Funniest Best Man Speech Ever!" (to entertain), "How Being in Charge Can Change Your Life" (to inspire). Knowing exactly what you're trying to accomplish helps!
2. **People.** Who will be your listeners? Generally, you'll be speaking to an audience of students in your classes, right? But what are their specific characteristics as they relate to your purpose? For example, if you're addressing parents and friends at graduation, you might create a different speech than the one you'd present to your co-members of a student club.
3. **Place.** Where will you deliver your presentation? The location of your presentation may affect its tone and style. A presentation you might give

Figure 8.2

Quick Study: 9 Ways to Hack Your Speaking Anxiety

9 WAYS TO HACK YOUR SPEAKING ANXIETY

High anxiety—the curse of many a speaker. Doing your best on a writing assignment or business report can certainly generate stress. But when you give a presentation—an even more personal, more immediate look at you and your work—there you are, up front or on-screen, all eyes on you. By harnessing your anxiety and looking forward to opportunities to speak, you'll build more confidence and you'll get better at doing it. See whether you think these fear-suppressing hacks might work for you.

First ask: Where does your anxiety come from?

The situation?

Did you plan to give a speech? Are you ready?

The audience members?

Sometimes it's harder to give a speech to your peers or co-workers than it is to strangers. Who **are** these people?

The stakes?

Is your presentation for a grade or will it affect your reputation on the job? If the stakes are high, your anxiety may go up accordingly.

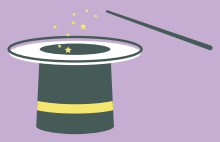
Then: Try these strategies.

Admit It

Giving presentations makes most people nervous. That's the honest truth. You're not the exception, so accept the anxiety you're feeling.

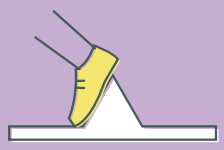
Trick Yourself

On the other hand, tell yourself it's not so much anxiety you're feeling as excitement. You're pumped.This is your chance to show what you know. Introducing yourself to some people before you start can help spark positive energy.



Ready, Set, Go

Being unprepared will cause your anxiety to skyrocket, and winging it won't help your presentation fly! The best antidote to anxiety is to prepare, prepare, prepare!



Dress for Success

Confidence in your physical appearance can increase your confidence overall. Dress up a little—don't just wear a T-shirt. Show the audience they're worth the extra effort!

Find Some Guinea Pigs

To prepare yourself for natural distractions, like people coughing or sneezing, practice in front of your best friend or your family. Research indicates that your grades (or results) are likely to improve.[a]

Lighten Up

Humor can ease tensions, both for your audience and for you. But say something funny that occurs to you at the moment, rather than repeating a joke you read on the internet.

Don't Be a Mannequin

Move around. Use gestures. Look at your audience. Talk as if you were having a conversation with each person in the room individually. Be real, be yourself, and let your personality shine through. Find ways to express energy with your voice and facial expressions if you're speaking online.

Don't Let a Mistake Throw You

If you make a "tip of the slongue" or there's a technology hitch with your visual aid, remember that how you handle it is what's important. Don't worry; instead, make the most of a few moments of lightheartedness and move on!

Fake It

If you can't shake it, fake it. If your nerves get the better of you, tough it out. Pretend you're confident. Before you know it, your confidence may actually rise to the occasion!

Source: (a) Smith, T. E., & Frymier, A. B. (2006). Get "real": Does practicing speeches before an audience improve performance? *Communication Quarterly*, 54(1), 111–125.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

to a group of tourists at a national park would allow you to be informal, and your visual aid would be the scenery around you. But if you gave the same presentation as a geography major to high school seniors, you'd be more formal and scholarly, using a PowerPoint presentation or maps in the classroom. If you're speaking online, you'll have to bring extra energy to your presentation since the electronic device between you and your listeners tends to dampen the liveliness of your message.

4. **Preparation.** How should you prepare your speech? Developing the content of a speech is often similar to writing a paper. But remember that speeches are not for reading! You'll need to develop a thesis statement and find support for each point by researching examples, statistics, and expert testimonies. Depending on the assignment, you might write out your speech or create a set of PowerPoint slides with talking points. See Box 8.2 for suggestions on how to make your PowerPoint pop. Or you

Box 8.2 PowerPoint or PowerPointless? Five Ways to Make Your PowerPoint Pop

College presentations usually involve visual aids, often electronic ones. These e-tools can serve as helpful cues for you during your presentation. Although you'd never want to simply read your slides to an audience, glancing quickly at a slide can serve as a cue card and remind you of what you want to say. But how professionally your visual aids are created and used can make or break your presentation—and your grade. Your instructor may allow you to use Keynote (for Macs), Prezi (an online tool that moves and shows the relationships between concepts), Google Slides, or PowerPoint, the industry standard. Each of these tools has pros and cons, but the one we'll concentrate on here is PowerPoint. PowerPoint is a neutral tool. How you use it makes all the difference. Slides filled with text that use the same PowerPoint background, one after the other, aren't nearly as engaging as visually SHARP ones. Start to perfect your skills now by considering these five ways to make your PowerPoint "pop."

1. **DO use your whole brain.** When it comes to designing PowerPoint presentations, the challenge is to combine useful information with attractive design. Think of it as using both sides of your brain—your logical left hemisphere and your creative right hemisphere. For example, if you're giving a presentation on teaching young children, you might want to use a font that looks like this (children's writing) on your title slide. (Just make sure it's legible from a distance. A good rule of thumb is to use 24-point font size or larger and keep your fonts simple unless you have a particular reason to change them.) You also might want to include a high-quality graphic like the one here.

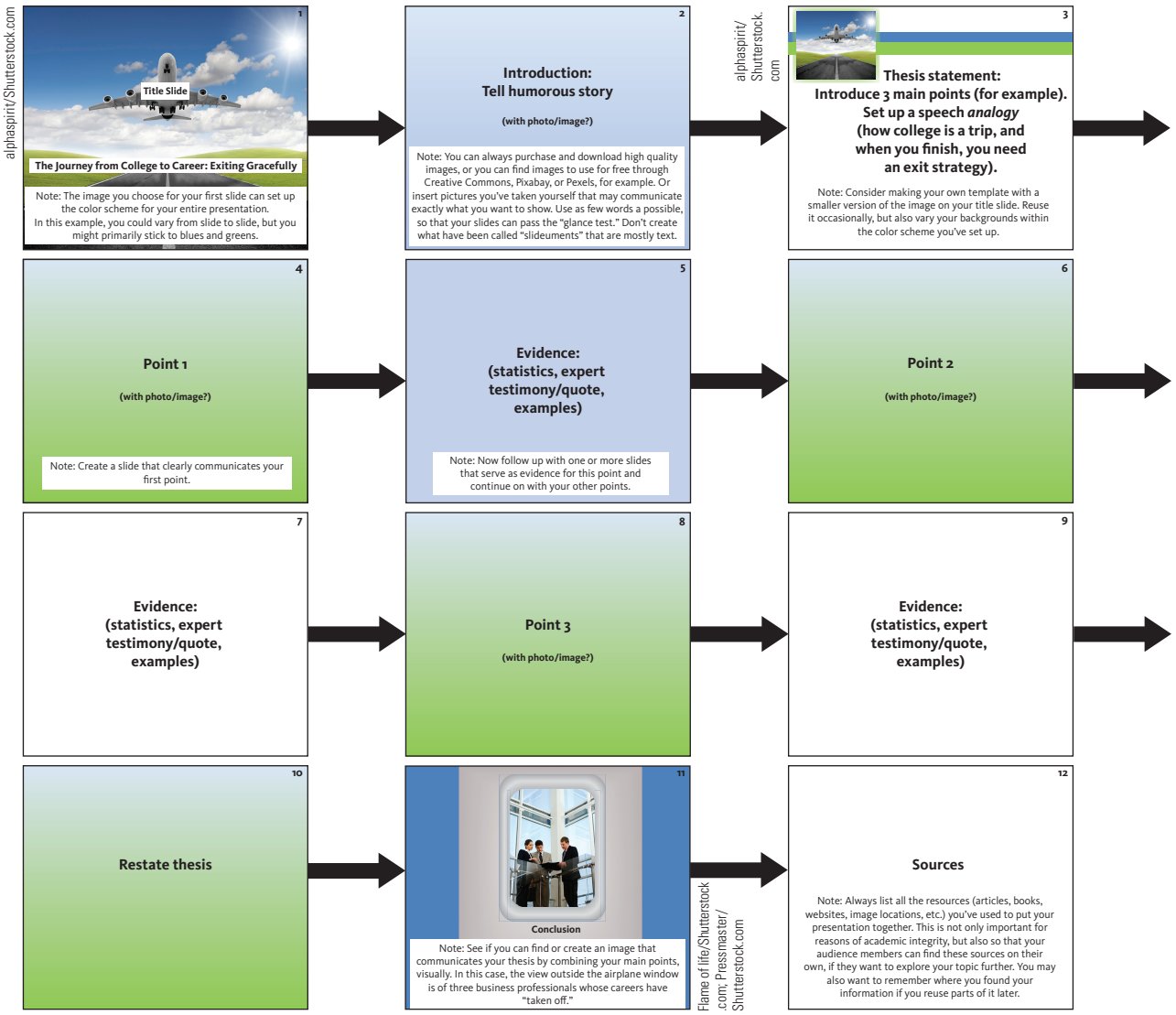
Samuel Borges Photography/Shutterstock.com

2. **DO use color to your advantage.** Choose an attractive color scheme and stick to it. That doesn't mean that every background on every slide must be the same. In fact, if you do that, your listeners may check out. But if your title slide is blue, orange, and white, then use one, two, or all three of these colors in some hue or shade on every slide. Some speakers create PowerPoint presentations that seem fragmented and messy because the individual slides aren't connected visually.
3. **DON'T crowd your slides with text.** Your listeners won't pay attention to you if they're spending all of their time reading bullets. In fact, it's next to impossible to read and listen at the same time. Be kind, and spare them the trouble by limiting the text on your slides. Some of the most deadly PowerPoint presentations are those in which the speaker turns around, faces the screen, and reads through slide after slide. The only way your listeners can live through that is if oxygen masks drop from the overhead compartments! When it comes to presentations, images can pack more punch than words.
4. **DON'T let your slides steal the show.** Always remember that YOU are the speaker. Your slides shouldn't be so fascinating that your audience ignores you. Any special effects should be used sparingly to make a point, rather than to shock your listeners.
5. **DO include a bibliography slide, both for words and images.** Some students assume that plagiarism only pertains to writing papers. Not so! Always give credit where credit is due. List your references, either on individual slides (if you use a direct quote, cite it) or on one slide at the end.

may find it helpful to create a storyboard, a map, or flowchart of your slides on paper before moving to the screen (see Figure 8.3). Then, after you know your basic format, you'll need to come up with an attention-grabbing introduction and a memorable conclusion. Or think about it this way: One of the best ways to prepare is to make sure your presentation is SHARP. SHARP stands for stories, humor, analogies ("this" is like "that"), references (or quotes), and pictures/visuals.[29] SHARP is a good formula for a successful presentation, one that your audience will remember. Imagine that you decided to give a presentation about "exiting from college and finding a job." You might start with a horrendous story (S) about a plane trip you just took, where you ran through three airports but missed all three connections (H); compare a plane trip to the journey in college toward a "career destination" (A); include the quote "Map out your future, but do it in pencil. The road ahead is as long as

Figure 8.3

Storyboarding a PowerPoint


alphaspirit/Shutterstock.com
1
Title Slide
The Journey from College to Career: Exiting Gracefully
Note: The image you choose for your first slide can set up the color scheme for your entire presentation. In this example, you could vary from slide to slide, but you might primarily stick to blues and greens.
2
Introduction: Tell humorous story
(with photo/image?)
Note: You can always purchase and download high quality images, or you can find images to use for free through Creative Commons, Pixabay, or Pexels, for example. Or insert pictures you've taken yourself that may communicate exactly what you want to show. Use as few words a possible, so that your slides can pass the "glance test." Don't create what have been called "slideuments" that are mostly text.
alphaspirit/Shutterstock.com
3
Thesis statement: Introduce 3 main points (for example). Set up a speech analogy (how college is a trip, and when you finish, you need an exit strategy).
Note: Consider making your own template with a smaller version of the image on your title slide. Reuse it occasionally, but also vary your backgrounds within the color scheme you've set up.
4
Point 1
(with photo/image?)
Note: Create a slide that clearly communicates your first point.
5
Evidence: (statistics, expert testimony/quote, examples)
Note: Now follow up with one or more slides that serve as evidence for this point and continue on with your other points.
6
Point 2
(with photo/image?)
7
Evidence: (statistics, expert testimony/quote, examples)
8
Point 3
(with photo/image?)
9
Evidence: (statistics, expert testimony/quote, examples)
10
Restate thesis
11
Conclusion
Note: See if you can find or create an image that communicates your thesis by combining your main points, visually. In this case, the view outside the airplane window is of three business professionals whose careers have "taken off."
Flame of life/Shutterstock.com; Pressmaster/Shutterstock.com
12
Sources
Note: Always list all the resources (articles, books, websites, image locations, etc.) you've used to put your presentation together. This is not only important for reasons of academic integrity, but also so that your audience members can find these sources on their own, if they want to explore your topic further. You may also want to remember where you found your information if you reuse parts of it later.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

iStock.com/Baran Özdemir

you make it. Make it worth the trip." (Jon Bon Jovi) (R); and include this photo you took with your cell phone camera on the plane (P).[30] You'd have the makings of a very SHARP presentation.

5. **Planning.** What planning should you do? For example, if you're using slides, will a projector be available, or do you need to bring your own? Is there a plug in the room, if you need one? Should you bring a backup of your presentation on a flash drive or saved to the Cloud? Should you test the LCD projector to make any necessary adjustments? Did you bring the right connector cord? Many a speaker has been unnerved at the last minute by some overlooked detail.

6. **Personality.** How can you connect with the audience? How can you demonstrate your competence, charisma, and character to your listeners? Eye contact is important. Look at each person individually, if possible. If you're speaking online, look right at the camera light on your laptop, which will look like eye contact to each audience member. To compensate for the distance between you and your listeners, go the extra mile to let your personality shine through. Inspire trust by telling a story or relating your topic to some aspect of your own experience. Rather than playing a role, act natural and be yourself.

7. **Performance.** This last P relates to delivering your presentation. Rehearsal is important (although too much rehearsal can make your presentation sound singsongy and memorized). Beware of bringing a full written draft to the podium. If you do, you may be tempted to read it, which is the last thing you want to do. A speaking voice sounds very different from a reading voice! Aim for a dynamic delivery, both verbally and nonverbally, that helps keep your listeners listening.

One final thing: After you've finished a paper or presentation, you're not really done. It's time to sit back and think about what you've accomplished. Are you pleased with your work? What have you learned? What will you do differently next time? If you do this every time you finish a project, you'll build your skills over time and take them with you to your other college classes, a university, or the world of work.

"The trouble with talking too fast is you may say something you haven't thought of yet."

Ann Landers, syndicated advice columnist (1918–2002)

Insight: *Now* What Do You Think?

At the beginning of this chapter, Katie Alexander, a frustrated and disgruntled student, faced a challenge. Now after reading this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Katie's case study. What are some of the possible outcomes for Katie?

Action: Your Plans for Change

1. What, in particular, from this chapter will you use immediately in some other class?
2. In what ways might the information in this chapter help you become more successful in this class? What results are you expecting and how will you achieve them?

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you, and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. This chapter discusses several reasons why reading skills are important. Identify one of them.
2. What does *SQ3R* stand for?
3. Identify the three stages involved in the writing process.
4. List three of the seven "P" items to consider in order to give better presentations.
5. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete it (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you'll read?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

TheVisualsYouNeed/Alamy Stock Photo

Developing Memory, Taking Tests | 9

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to memorizing material for tests and taking exams in college, what do you find most challenging, if anything? Put check marks by the phrases that apply to you or write in your answer.
   - ☐ Focusing on test material
   - ☐ Developing good memorization strategies
   - ☐ Going completely blank when I see the test
   - ☐ Not showing what I really know on tests
   - ☐ Getting nervous about exams
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll be open to learning how to improve my skills.
   - ☐ I'll wait and see if this chapter helps me.
   - ☐ I'll get help from a support center on campus.
   - ☐ Eventually, I'll just figure it out on my own.
3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ How your memory works like a cell phone camera
   - ☐ How to improve your memory
   - ☐ Why you should change your thinking about tests
   - ☐ What to do before, during, and after a test
   - ☐ What text anxiety is and what to do about it
   - ☐ How to take different kinds of tests differently
   - ☐ How cheating can hurt your chances for success

YOUR READINESS FACTOR

1. How motivated are you to learn more about developing your memory and taking tests in college? (5 = high, 1 = low)?
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

TheVisualsYouNeed/Alamy Stock Photo

Focus
Challenge Case

Kevin Baxter

As he got ready for work one morning, it finally hit him. He took a long, close look at himself in the mirror, and frankly, he didn't like what he saw. Kevin Baxter was a forty-year-old father of three who was dissatisfied with his life. Yes, he earned a decent income as a construction foreman, and yes, his job allowed him to work outdoors. To Kevin, being cooped up in an office from eight to five every day was something he'd always wanted to avoid. Being outdoors, where you could see the sky, feel the sunshine, and breathe fresh air, was what made him feel alive. The world outside was where he wanted to be, yet at the same time, he knew the world inside his head was withering away. Kevin realized he hadn't really learned much since high school. *I feel brain-dead; that's the best way to describe it*, he frequently thought. *I've run out of options, and I'm stuck*.

Clearly, dropping out of college his first semester twenty-two years ago had been the wrong decision for him. But at the time, he'd convinced himself that he wasn't college material. Besides, college had seemed so expensive, and he desperately wanted to be on his own and begin a life with Carol, his high school sweetheart. Unfortunately, that hadn't worked out well, either. Now he was a single dad whose children lived out of state. He very rarely saw them. Nothing had quite turned out as he had planned.

But in a way, his divorce had been a wake-up call. He needed to change things, and going back to college to earn a degree in architecture was the right decision for him now. He was sure of it. Working in construction, he frequently saw flaws in the architects' plans, and he'd often come up with better ideas. *This is a chance to start over again,* he thought to himself, *and I'm going to do it right this time*. So at forty, he quit his construction job and enrolled in his county community college. His first-term courses consisted of Introduction to Architectural Design, Introduction to Philosophy, Introduction to Rhetoric and Writing, and Introduction to Art. For Kevin, college would be an introduction to many new things. Underneath it all, he had to admit that he was proud of himself. *Going back to college at forty takes guts,* he congratulated himself. Who knows? He might even transfer to a four-year school to get an engineering degree before it was all over.

But halfway into the term, Kevin's confidence was shaken. Although he'd been a construction foreman on huge projects, after he got his first midterm exam back, he wondered, *Am I too old to learn new things? I keep up with the reading, come to every class, do my assignments conscientiously, and study until I'm blue in the face! But things just don't seem to stick.* His exam didn't reflect the time he was investing, and frankly, he was embarrassed. Younger students without his years

iStock.com/Twosqwarefoto

of experience were outperforming him. *That* bothered him. Kevin was getting discouraged about school and his academic capabilities.

Without a doubt, his most challenging class was philosophy. What did Socrates, Plato, Aristotle, Galileo, and Descartes have in common, and what separated them? Philosophy was unlike anything he had ever tried to learn. He'd read a chapter four, five, or six times, and feel sure he knew it, but when he faced the exam, it seemed as if he'd never studied at all. Of course, it didn't help that while he was trying to focus, his kids would call to talk about their problems or text pictures of their sports events. It was getting to the point that exams in any class made him break out in a cold sweat. He just couldn't figure it out. He'd always been known as an unflappable guy, and he never had problems at work remembering details, like ordering materials and managing multiple construction teams.

But trying to memorize the differences between Plato, Aristotle, and Socrates was hard for him, and many of the new terms he was learning didn't really seem to have any relevance to his life. More than once on the exam, he just couldn't come up with a term he thought he had memorized.

Source: © Apple Inc./Cengage; Wallenrock/Shutterstock.com

Kevin hated to admit it, but doubts were beginning to creep in. Maybe being a construction foreman was as far as he could ever go in life, and he should have left well enough alone. Maybe college was the last place he should be. Maybe he should have been satisfied with what he'd already achieved, instead of putting everything on the line for more.

Reaction: What Do *You* Think?

1. Why is Kevin experiencing problems remembering course content for exams in his philosophy class? List three reasons you identify from the case study.
2. Identify three memory techniques that Kevin should use to help him memorize all the names and terms he needs to know.
3. Does Kevin have what's commonly called "test anxiety"? Why or why not?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Memory—what is it? How does it work, and why does it let us down from time to time? We talk about our memories as if they were something we own. We say we have good memories or bad memories, just like we have a crooked smile or a nice one. But no one would ever say, "Hey, that's one nice-looking memory you've got there!" Memory isn't a thing; it's a process. You can't see it or touch it or hold it. Even one specific memory has many different features: You can remember something by what you saw, smelled, heard, or felt. And even within one of these categories, individuals may differ in what they recall. You may be able to hum the movie's theme song, but your friend may remember conversations between the main characters word for word.

Don't believe it when someone claims to have a magic formula to help you unlock the secrets of your memory. It isn't that easy. Still, there are techniques that can help you do your best academically. That's what this chapter is about.

The Three R's of Remembering: Record, Retain, Retrieve

Dean Drobot/Shutterstock.com

"The existence of forgetting has never been proved: We only know that some things don't come to mind when we want them."

Friedrich Nietzsche, German philosopher (1844–1900)

We can only begin to grasp the rich complexities of memory by understanding it as a process. However, it's important to recognize first that maximizing memory depends on the answers to several questions like these:[1]

1. **Who is learning?** An algebra instructor and a beginning algebra student would approach memorizing the main points of an article on math differently.
2. **What needs to be learned?** How you learn your lines for a play would differ from how you learn to recognize paintings for your art appreciation test.
3. **How will learning be tested?** Learning information to *recall* uses different memory techniques than learning information to *recognize*. Recognition requires that you select from several possibilities; recall requires that you come up with memorized information on your own.
4. **How long must the information be remembered?** Learning your multiplication tables as a child is something that must remain with you throughout your life. You use it on a daily basis to do routine things like figure out how much it will cost you to fill up your gas tank.

Improving your memory is easier if you understand how it works. Memory consists of three parts:

- Your sensory memory
- Your working memory (called short-term memory by some psychologists)
- Your long-term memory

These three parts of the memorization process are connected to these three memory tasks, the "Three R's of Remembering":[2]

- Recording
- Retaining
- Retrieving

Start with *Why?*

2 Minute Read

Memory. When it works, it's a good thing, but when it doesn't, it's downright annoying. "Where did I leave my cell phone? It's on silent. Have you seen it?" or "What did you tell me to say to the car mechanic? I'm at the shop and I can't remember what all needs to be fixed." But problems like these are isolated incidents. They don't take up every minute of every day—just frequently enough to throw you off for a while until you can regain your memory.

To tell the truth, we probably don't think about memory all that much, except when it fails us. We go about our daily business until our memories are tested. Although we can make memories or lose them, most of us think the human memory just *is*—or so it seems. That's partly, as this chapter describes, because memory is a process rather than a thing.

On the job, especially in high-stress work environments, memory is essential. When you get a call from the boss with a new work assignment, and you aren't in a place where you can write it all down, you have to focus. The last thing you want to have to do is call the boss back and ask for specifics: "When did you say you needed this report? How in-depth should it be?" Your memory has just been put to the test.

This chapter is about both the why's and how's of memory. Specifically, how does memory work, and how can we prime our memories to work for us? Consider this research from neuroscientists. You may want to try these techniques:[3]

1. **Predict** whether you'll remember something. Strangely enough, just doing so can improve your chances of remembering by up to 50 percent.
2. **Say** it aloud. Talking to yourself works!
3. **Rehearse** for 40 seconds. Replaying something that happened in your head, retracing someone's contribution in a meeting, or mentally mapping out a series of steps vastly improves the chance your memory will kick in.

The bottom line? What basic things can we do *now* to get ready to be able to use our memories at their fullest capacity on the job? The surprising answer is *nothing* and *something*.

Nadia Snopek/Shutterstock.com

- **Do *nothing***. Studies show a remarkable boost in memory after a break or rest of ten to fifteen minutes of doing absolutely nothing—no e-mails, no phone, no book, nothing. In one major study, "The participants were asked to listen to some stories and answer questions an hour later. Without the chance to rest, they could recall just 7% of the facts in the story; with a rest, this jumped to 79%—an astronomical 11-fold increase in the information they retained."[4]

Darko 1981/Shutterstock.com

- **Do *something***. Don't get in the habit of vegging regularly. Get up, get going, and exercise. In a study done at the University of British Columbia, researchers found that regular aerobic exercise, the kind that gets your heart and your sweat glands pumping, appears to boost the size of the hippocampus, the brain area involved in verbal memory and learning. For those looking to keep their brains plump and their memories sharp, the message is clear: Pace while talking on the phone, dance with your headphones on, take a walk at lunch. And if you're at a computer all day, set hourly alarms that remind you to stand and march around.[5]

Aside from all the productive, detailed advice coming up, these two words—*nothing* and *something*—can serve as mnemonic devices to help you remember!

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"I have a photographic memory but once in a while I forget to take off the lens cap."

Milton Berle, comedian (1908–2002)

We'll compare the three R's of remembering to the process involved when taking pictures with a digital camera: record, retain, retrieve. However, before reading further, pause to answer the questions about your own memory in Exercise 9.1.

Your Working Memory: Record

To understand the way your memory works, it may be helpful to use a cell phone camera as a metaphor (Figure 9.1). The first thing you have to do is focus on whatever you want to take a picture of. That's obvious, but it requires that you slow down, clear your mental "deck," and focus. After you've focused your camera on your subject, you're ready to take a picture, right? But with your cell phone camera, you don't just click and walk away. You actually click and then review the picture on the screen to decide whether you want to save it or delete it.

Similarly, *recording* sensory impressions involves an evaluation process that takes place in your **short-term or working memory**. Your working memory is like a screen, where you review recently acquired sensory impressions. In fact, your working memory is often involved in the focus process.

short-term memory or working memory retention or storage of information within the very recent past, often within seconds or minutes

The problem with working memory is that the length of time it can hold information is limited. You probably don't remember what you ate for dinner last Monday, do you? You'd have to reconstruct the memory based on other clues. Where was I? What was I doing? Who was I with?

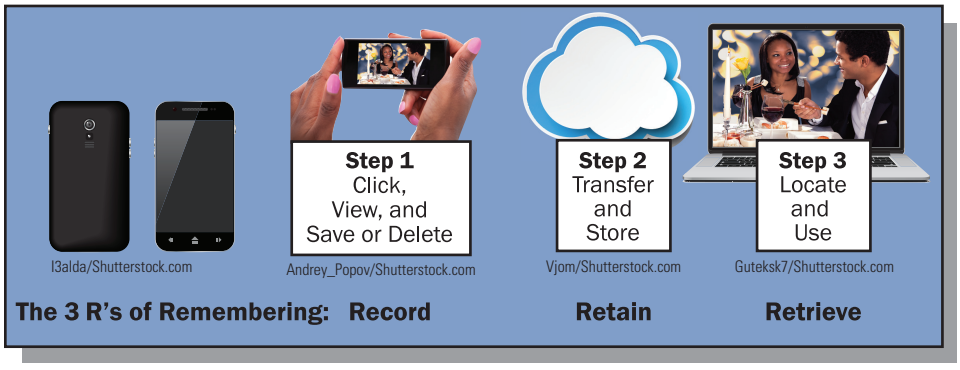
The other problem with working memory is that it has limited capacity. It fills up quickly and then dumps what it doesn't need. If you look at a number on a scrap of paper on your desk, you can usually remember it long enough to grab your cell phone, right? A few minutes after you've punched in the number, however, it's gone. Current estimates are that you can keep something in working memory for one to two minutes, giving your brain a chance to do a quick review, selecting what to save and what to delete.[6] Look at these letters and then close your eyes and try to repeat them back in order.

SAJANISMOELIHHEGNR

Can't do it? This task is virtually impossible because the string contains eighteen letters. Researchers believe that working memory can recall only

Figure 9.1

Your Memory as a Digital Camera



Exercise 9.1 Subjective Memory Test

How would you rate your memory overall? Please read each of the items below and respond.

A. How often do the following general memory tasks present a problem for you?

	Never		Sometimes		Always
1. Names	1	2	3	4	5
2. Where I've put things	1	2	3	4	5
3. Phone numbers I've just checked	1	2	3	4	5
4. Words	1	2	3	4	5
5. Knowing whether I've already told someone something	1	2	3	4	5
6. Forgetting things people tell me	1	2	3	4	5
7. Faces	1	2	3	4	5
8. Directions	1	2	3	4	5
9. Forgetting what I started to do	1	2	3	4	5
10. Forgetting what I was saying	1	2	3	4	5
11. Remembering what I've done (lock the door, etc.)	1	2	3	4	5

B. How often do the following academic memory tasks present a problem for you?

	Never		Sometimes		Always
12. What I've just been reading	1	2	3	4	5
13. What I read an hour ago	1	2	3	4	5
14. What I read last week	1	2	3	4	5
15. Assignment/exam due dates	1	2	3	4	5
16. Appointments with instructors	1	2	3	4	5
17. Assignment details	1	2	3	4	5
18. Factual information for exams	1	2	3	4	5
19. Theoretical information for exams	1	2	3	4	5
20. Information from readings for exams	1	2	3	4	5
21. Information from in-class lectures for exams	1	2	3	4	5
22. Including everything I should study for exams	1	2	3	4	5

This informal assessment may help you understand your own perception of how well your memory works. The lower your score on each portion, the better you perceive your memory to be. Do your scores for Part A and Part B differ? The general tasks in Part A are presented in the order of concern reported by older adults cited in one study (with the top items perceived as most problematic). Are your priorities similar? Did your numbers drop as you went down the list?

In one study, college students said the aspects of memory they most wanted to improve were improving school-work or study skills, remembering what was read, and remembering specific facts and details.[7] Understandably, the academic aspects of memory were those most personally valued. Is that true for you, too? Are the items in Part B generally higher priorities for you now as a college student?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

seven pieces of information, plus or minus two.[8] (There's a reason why telephone numbers are prechunked for us.) Chunking these eighteen letters into five units helps considerably. Now look at the letters again and try to recall all eighteen.

SAJA NISM OELI HHEG NR

If we rearrange the letters into recognizable units, it becomes even easier, right?

AN IS MAJOR ENGLISH HE

And if the words are rearranged to make perfect sense, the task becomes simple.

HE IS AN ENGLISH MAJOR

The principle of chunking is also used to move information from your working memory to your long-term memory bank, and it's used in memorization techniques described later in this chapter.

Your Long-Term Memory: Retain and Retrieve

Once your camera's memory card or your phone gets full, you probably transfer the photos to your computer, post them online, or you print them out and put them in photo albums or picture frames. However, before you do that, you generally review the photos, decide how to arrange them, where to put them, whether to print them, and so forth. In other words, you make the photos memorable by putting them into some kind of order or context.

Just as you must transfer photos from your phone to a more permanent location with more storage room (like your laptop or the cloud), you must transfer information from short-term, or working, memory to **long-term memory**. You retain the information by transferring it, and this transfer takes place if you review and use information in a way that makes it memorable. It is this review process that we use when we study for a test. You transfer information to long-term memory by putting the information into a context that has meaning for you, linking new information to old information, creating stories or using particular memory techniques, or organizing material so that it makes sense. You can frame material you're learning by putting a mental border around it, just as you put pictures into frames.

long-term memory retention or storage of information over a long period of time, such as days, weeks, and years

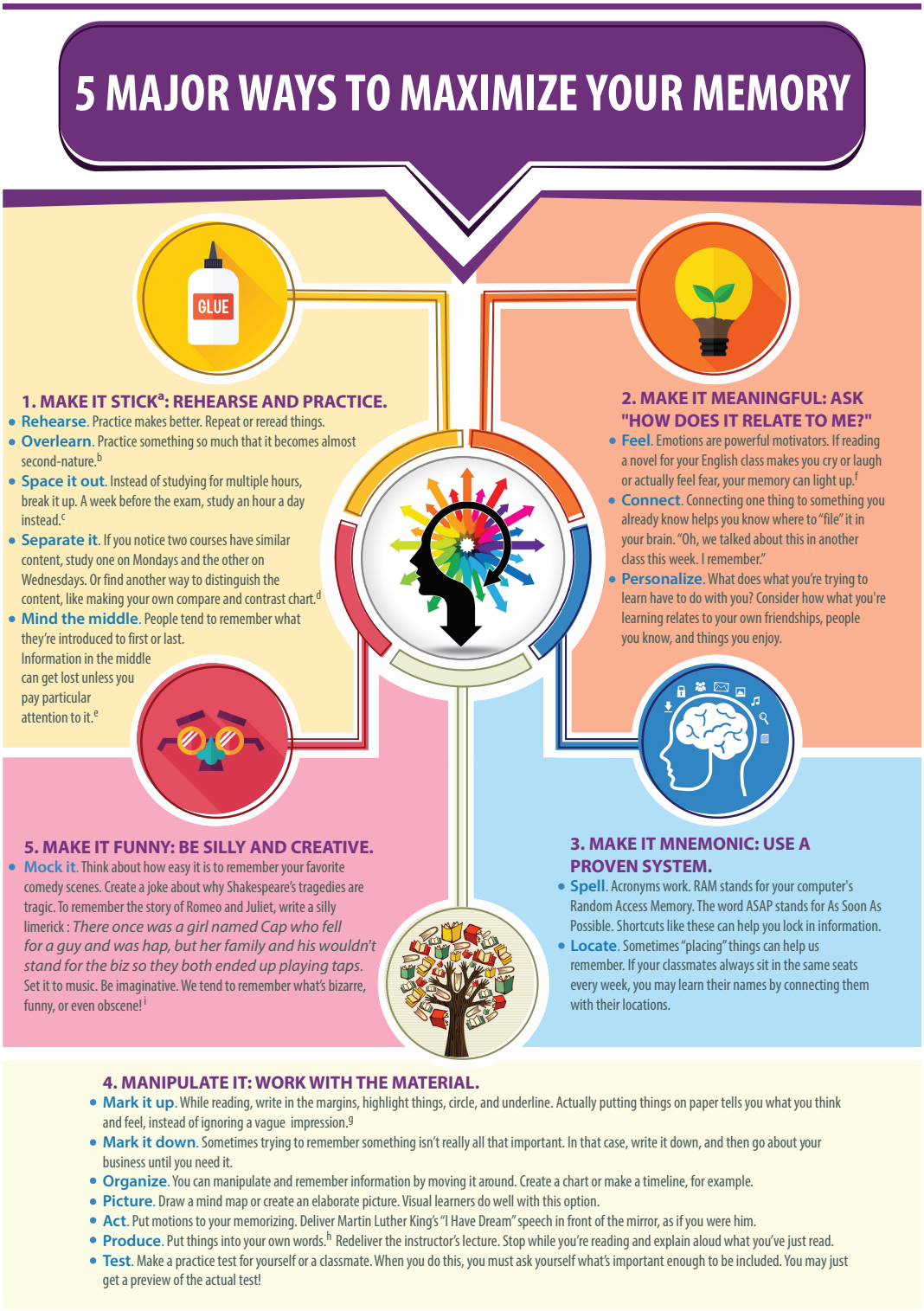
Your long-term memory is the computer in which you store new knowledge until you need to use it. However, although the memories in long-term memory aren't easily disturbed, they can be challenging to retrieve.[9] Ideally, you'd like your memories to be readily available when you want to retrieve them, just like the pictures or digital images that you have transferred to your laptop, posted online, or put in a photo album. You can click on them to view them again, arrange them into a slideshow, put them on social media or send them to your friends. If you don't do anything or just dump your photos onto your hard drive or print them out and then put them into a box, with no organization or labeling system, how easy will it be to find a specific photo? Difficult, right? Retrieving information from your long-term memory can be equally challenging if you haven't organized your information or created mental labels that will help you retrieve it later. Good recall often depends on having a good storage system. Try these retrieval techniques, grouped into five major categories (to help you remember them), presented in Figure 9.2.

"A memory is anything that happens and does not completely unhappen."

Edward de Bono, creative thinking expert and author of* Lateral Thinking: Creativity Step by Step *(1933–2021)

Figure 9.2

Quick Study: "Five Major Ways to Maximize Your Memory"


5 MAJOR WAYS TO MAXIMIZE YOUR MEMORY
GLUE
1. MAKE IT STICK[a]: REHEARSE AND PRACTICE.
• Rehearse. Practice makes better. Repeat or reread things.
• Overlearn. Practice something so much that it becomes almost second-nature.[b]
• Space it out. Instead of studying for multiple hours, break it up. A week before the exam, study an hour a day instead.[c]
• Separate it. If you notice two courses have similar content, study one on Mondays and the other on Wednesdays. Or find another way to distinguish the content, like making your own compare and contrast chart.[d]
• Mind the middle. People tend to remember what they're introduced to first or last. Information in the middle can get lost unless you pay particular attention to it.[e]
2. MAKE IT MEANINGFUL: ASK "HOW DOES IT RELATE TO ME?"
• Feel. Emotions are powerful motivators. If reading a novel for your English class makes you cry or laugh or actually feel fear, your memory can light up.[f]
• Connect. Connecting one thing to something you already know helps you know where to "file" it in your brain. "Oh, we talked about this in another class this week. I remember."
• Personalize. What does what you're trying to learn have to do with you? Consider how what you're learning relates to your own friendships, people you know, and things you enjoy.
5. MAKE IT FUNNY: BE SILLY AND CREATIVE.
• Mock it. Think about how easy it is to remember your favorite comedy scenes. Create a joke about why Shakespeare's tragedies are tragic. To remember the story of Romeo and Juliet, write a silly limerick : There once was a girl named Cap who fell for a guy and was hap, but her family and his wouldn't stand for the biz so they both ended up playing taps. Set it to music. Be imaginative. We tend to remember what's bizarre, funny, or even obscene![i]
3. MAKE IT MNEMONIC: USE A PROVEN SYSTEM.
• Spell. Acronyms work. RAM stands for your computer's Random Access Memory. The word ASAP stands for As Soon As Possible. Shortcuts like these can help you lock in information.
• Locate. Sometimes "placing" things can help us remember. If your classmates always sit in the same seats every week, you may learn their names by connecting them with their locations.
4. MANIPULATE IT: WORK WITH THE MATERIAL.
• Mark it up. While reading, write in the margins, highlight things, circle, and underline. Actually putting things on paper tells you what you think and feel, instead of ignoring a vague impression.[g]
• Mark it down. Sometimes trying to remember something isn't really all that important. In that case, write it down, and then go about your business until you need it.
• Organize. You can manipulate and remember information by moving it around. Create a chart or make a timeline, for example.
• Picture. Draw a mind map or create an elaborate picture. Visual learners do well with this option.
• Act. Put motions to your memorizing. Deliver Martin Luther King's "I Have Dream" speech in front of the mirror, as if you were him.
• Produce. Put things into your own words.[h] Redeliver the instructor's lecture. Stop while you're reading and explain aloud what you've just read.
• Test. Make a practice test for yourself or a classmate. When you do this, you must ask yourself what's important enough to be included. You may just get a preview of the actual test!

Sources: (a) Rozakis, L. (2003). *Test-taking strategies and study skills for the utterly confused.* New York: McGraw Hill; Meyers, J. N. (2000). *The secrets of taking any test.* New York: Learning Express; Ehren, B. J. *Mnemonic devices*. Retrieved from http://onlineacademy.org/modules/a304/support/xpages /a304b0_20600.html; Lloyd, G. (1998–2004). Study skills: Memorize with mnemonics. *Back to College.* Retrieved from http://www.back2college.com/memorize.htm; Raman, M., McLaughlin, K., Violato, C., Rostom, A., Allard, J.P., & Coderre, S. (2010). Teaching in small portions dispersed over time enhances long-term knowledge retention. *Medical Teacher, 32,* 250–255; (b) Willingham, D. T. (2004). Practice makes perfect—but only if you practice beyond the point of perfection. *American Educator.* Retrieved from http://www.aft.org/newspubs/periodicals/ae/spring2004/willingham.cfm. (c) Raman, M., et al. Teaching in small portions; (d) Tigner, R. B. (1999). Putting memory research to good use: Hints from cognitive psychology. *College Teaching, 47*(4), 149–152; (e) Murdock, B. B., Jr. (1960). The distinctiveness of stimuli. *Psychological Reports, 67,* 16–31; Neath, I. (1993). Distinctiveness and serial position effects in recognition. *Memory & Cognition, 21,* 689–698; (f) Cahill, L. (2003). Similar neural mechanisms for emotion–induced memory impairment and enhancement. *Proceedings of the National Academy of Sciences, 100*(23), 13123–13124. Retrieved from http://www.pnas.org/cgi/content/full/100/23/13123; (g) Bean, J. (1996). *Engaging ideas.* San Francisco: Jossey-Bass; (h) Higbee, *Your memory;* (i) Berk, R. A. (2002). *Humor as an instructional defibrillator.* Sterling, VA: Stylus; Berk, R. A. (2003). *Professors are from Mars®, students are from Snickers®.* Sterling, VA: Stylus. Images: Denk Creative/Shutterstock.com; Anna_Leni/Shutterstock.com; Gst/Shutterstock.com; Cienpies Design/Shutterstock.com; Eatcute/Shutterstock.com; Art4all/Shutterstock.com

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"Whenever I think of the past, it brings back so many memories."

Stephen Wright, comedian

Also remember that memorizing means more than simply being able to "regurgitate" back what you've learned. Most exams will supply you with a new problem and ask you to analyze it or apply information you've learned to a new situation. You can't analyze a new problem if you don't remember how you solved the one you studied. Developing your memory will underlie these tasks, so expanding your repertoire of memorization strategies is a major key to doing your best on tests.

Curiosity: Act on Your Memory

Have you ever watched a movie, wondering how *do* actors learn all those lines? Do they have superhuman memory powers?

Actually, what actors are most concerned with is convincing you that they're not playing a role. But actors' contracts require them to be absolutely precise in conforming to the script, so how do they do it? Studying how actors learn their parts with precision has confirmed what learning experts know about memory.[10]

Most actors aren't memory experts, but they do use the memory techniques described in this chapter. They manipulate the lines, elaborate on them to themselves, relate the lines to experiences or feelings of their own, or try writing or saying the lines themselves, rather than just reading them. Four of the strategies used by actors may also be useful to you as you try to commit course material to memory. Maybe you've even tried some of these techniques.

Chunking: Actors chunk their material into beats. For example, an actor might divide a half-page of dialogue into three beats: to flirt, to sweet-talk, and to convince. In other words, the character would first flirt with the other actor, then sweet-talk him to lower his guard, and then convince him to do something he might not want to do. The results? Three chunks to remember instead of twelve lines of double-spaced text.

Goal Setting: Notice that the chunks are based on goals, a strategy that also works well when you're studying. Actors ask themselves goal-oriented questions such as these: "Should I be flirting with him here?" "Am I trying to sweet-talk him?" "Should I be trying to convince him to do something he doesn't really want to do?" In the same way, you can ask yourself, "Am I trying to learn the underlying formula so that I can work other problem sets?" or "Should I be coming up with my own reasons for why the play is considered to be Shakespeare's best comedy?" When you ask yourself goal-oriented questions while you study, you steer your actions, as actors do, toward learning.

Moving: Going through the motions while rehearsing their lines helps actors memorize them. Imagine the hypothetical actor whose goals were to flirt, to sweet-talk, and to convince, glancing toward the other actor from across the room, moving closer and smiling, and then touching his arm while making the persuasive case. The actor must know the meanings behind the movements to give meaning to the lines. (The actor could be glancing across the room to give a dirty look instead of to flirt, for example.) The meanings are tied to the movements, which are tied to the lines, and the lines become committed to memory. When you study, moving around may help you learn. Even if your learning preferences aren't primarily kinesthetic, pieces of information become tied to motions in ways that help you recall them.

Meaning: "Say what you mean" and "mean what you say" was Lewis Carroll's advice in *Alice's Adventures in Wonderland*. When actors concentrate on truly meaning what they're saying, they learn their lines more easily than they do when they simply try to memorize them. As you study course material, do the same thing. Imagine you need to communicate the information to someone you know who needs it. Put emotion into it. In a sense, when you do this, you become an actor, and as a result you "learn your lines."

Do you see how movement could help you learn subject matter that has often been challenging for you? How could becoming "an actor" help you learn?

Testing 1, 2, 3…
Show What You *Know*

All the memorizing you do in college leads to one thing—or so it seems—tests. And often tests feel like nothing more than a big hassle. Are they worth it? Exactly what do they prove?

Let's face it, life would be very different without grades in college, time clocks on the job, or performance reviews throughout your career, wouldn't it? You wouldn't have to show up at work if you didn't feel like it, and you'd get a paycheck anyway. You wouldn't have to do a good job because no one would care. And you wouldn't have to write papers, give presentations, or take tests in college. What a wonderful world that would be—or would it? Realistically, it would probably bring total chaos.

Life's not like that. Results count. **Accountability** is the bottom line. Achievement is taken seriously, and exams are actually realistic representations of life's requirements. The experience of taking a test is similar to running a critical meeting or giving a high-stakes presentation on the job. You'll need to walk into the room, ready to show what you know, and answer unanticipated questions. Tests are inevitable; so rather than complain about them, perhaps we should change the way we think about them.

accountability understanding and accepting the consequences of doing a good job or a poor one

When it comes to taking tests, the COVID-19 pandemic changed things. Testing centers were closed, or students couldn't get to testing sites, or when they could, they had to undergo health screenings, which caused delays. Colleges and universities had to adjust. Your community college may not require entrance tests, per se, but it does use placement tests (like Accuplacer) to find out which courses will best serve you. Although tests can be a hassle, knowing where you stand is a good thing that will help you, ultimately.

Think about this: Even though tests do cause stress, they have an "up" side. Testing your capabilities keeps you sharp, and competing can be a very good thing. Authors and journalists vie for Pulitzer Prizes, and notable people from many fields compete for Nobel Prizes in Chemistry, Physics, Physiology or Medicine, and Literature—and of course, the Nobel Peace Prize. When people are put to the test, competition can produce excellence. But testing and competition can have a "dark" side. They imply that if there are winners, there must be losers. If your instructor grades the biology test on a curve, some people will do very well, some will do very poorly, and a large block will be in the middle. Winning and losing can pit people against each other, and instead of creating excitement, they can potentially create a negative environment. Instead, consider the "unique talents, knowledge, and expertise that each one of us brings to the table. How quickly can you convey to others what you bring? How quickly, in short, can we break down the barriers between us—barriers created by fear, competition, jargon, or status—and figure out how to accomplish things together that none of us could accomplish alone?"[11] Now there's a fresh perspective!

"Doing the best at this moment puts you in the best place for the next moment."

Oprah Winfrey, media mogul, talk show host, actress, producer, and philanthropist

In the workforce, will you pass the test, literally, to get promoted or to get hired in the first place? Whoa! Tests to get hired or promoted? Yes, it's estimated that nearly 70 percent of large organizations

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

use testing to help them make decisions on hiring and promoting employees.[12] Naturally, organizations want to hire the best person for the job, and some organizations believe that tests of your personality, integrity, emotional intelligence, basic intelligence, or a host of other things can help them find the right people. In fact, some recent research indicates that testing employees before they even reach the interview stage can actually predict their future performance.[13]

Actually, in some ways, every day of your life is a test; however, here is what's most important: thinking about life as a test can challenge us, help us reach our goals, do our best, and win the future we want to create. As four-time Olympic medalist discus thrower Al Oerter once said, "Competition in its best form is a test of self. It has nothing to do with medals. The winner is the person who gets the most out of themselves." When it comes to college, taking tests is best thought of as a three-stage project with a beginning, middle, and end. What do you do *before* the test to get ready? What do you do *during* the test to do your best? What do you do *after* the test to ensure a productive learning experience you can use for future exams?

Before the Test: Prepare Carefully

The first step of test taking, of course, is to make sure you're prepared. All of the information in this chapter is worthless if you haven't gone to class or read the textbook or taken good notes during lectures. Miracles, by their very definition, are in very short supply. Nothing can substitute for being conscientious about your work. Think about preparing for an exam as you would for running the 26-mile, 385-yard Boston Marathon. You'd have to work for months to develop the stamina you would need to finish successfully. You wouldn't want to just show up for kicks and wing it. If you did, at the very least, you'd probably pull a muscle. At the very worst, they'd carry you away on a stretcher.

The same principle holds true for exams in college. To have the stamina required and avoid the "injury" of not doing well, tests require this same kind of step-by-step, long-term preparation. Using specific test-taking strategies, improve your test scores, change your attitude about tests, and boost your self-confidence.[14] Evaluate how many of these suggestions apply to you. Highlight each item you do regularly in green, and highlight the items you could start doing more regularly to improve your test-taking skills in yellow.

1. **Begin preparing for an exam on the first day of class.** Nothing can replace consistent, regular study before and after each class. If you work along the way, then when it comes time for the exam, you will be much more ready and much less in need of last-minute heroics. Keep up with the reading, even if there are things you'd rather be doing, and make a study schedule for yourself leading up to each exam.
2. **Identify the days and times of all your exams for the whole term up front.** At the beginning of the term, record the days and times of all the exams in all your courses—even finals, which will seem very far off—in your planner, cell phone, or online calendar. You'll thank yourself many times over for completing this essential task.
3. **Find out exactly what the test will cover.** There's nothing more terrifying than having a classmate next to you say something like this before the exam

begins, "I can't believe this test covers the entire first six chapters," when you thought it only covered the first four chapters. Clarify whether handouts will be included, previous quiz questions—anything you're not sure of. Phone, text, or e-mail other students, or better yet, ask your instructor questions like these: How long will the test be? What material will it cover? Which topics are most important? It's also a good idea to ask about rubrics that will be used in grading. Do punctuation and grammar count? Will you be asked to turn in your notes or draft so that the instructor can see your work? Will there be an in-class review? All these questions are usually fair game.

Maddie Malhotra/Getty Images Sport/Getty Images

Manuela Schar, of Switzerland, winner of the the Women's Wheelchair Division, Boston Marathon, 2017, 2019, and 2021

4. **Understand that specific types of preparation are required for specific types of tests.** As described later in this chapter, objective and subjective tests should be approached differently, and online tests require that you know the answers to important questions up front. For example, will the online test time out? Must you complete the exam once you start, or can you save your answers and come back to finish later? Should you compose essay answers elsewhere and paste them into the online exam so that you don't lose all your work in case of a technology hiccup?
5. **Begin serious reviewing several days before the test.** The best strategy is paying regular attention to class material, just like you take care of other things you care about, like your car or your dog. After each lecture, work with your notes, revising, organizing, or summarizing them. Then several days before the exam, begin putting your lecture notes and reading notes together. Make flashcards, outlines, charts, summaries, tables, diagrams—whatever works for your learning style preferences and fits the material.
6. **Maximize your memory.** Research indicates that specific techniques, like the ones discussed in Figure 9.2, help transfer information from short-term to long-term memory. Remember to "Make It Stick" (rehearse, overlearn, space it out, separate it, and mind the middle), "Make It Meaningful" (feel, connect, and personalize), "Make It Mnemonic" (spell and locate), "Manipulate It" (mark it up, mark it down, organize, picture, act, produce, and test), and "Make It Funny" (mock it).
7. **Prepare specifically for online exams.** Online exams sometimes work differently. For example, if an online exam requires human or electronic surveillance, find out everything you can about the process beforehand so that you're not caught off guard by what may seem like a very intimidating process.
8. **Manage your energy so that you're ready to focus and work quickly.** You've heard it before, but if you're exhausted or feverish, you're not as likely to "show what you know" as you will if you're healthy and rested. "All-nighters" are something students brag about, but they catch up with you, and they're a bad habit to get into. According to one expert, "For every hour of sleep we lose, we drop one IQ point."[15] A series of all-nighters during midterms or final exams can seriously impair your intellectual performance. It's also a good idea to get everything ready the night before so that you remove as much hassle as you can from test day, and arrive early, but not too early. Find a good seat and get situated, but don't allow your anxiety to skyrocket while you're waiting.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"If you would hit the mark, you must aim a little above it."

Henry Wadsworth Longfellow, American poet (1807–1882)

9. **Don't give in to a nonproductive, negative attitude.** Emotions are contagious. Stay away from other students who are freaked out or pessimistic about the exam. Think—and feel—for yourself. Make sure your self-coaching is productive ("I've studied this section for an hour; if it's on the exam, I'll nail it."), rather than punishing ("I'm so stupid. Why didn't I keep up with the reading?").
10. **Study with other students.** When you teach something to someone else, you must first learn it thoroughly yourself. Why not study with other students? You can take turns teaching one another, comparing class notes, and making practice exams for each other. For most of us, talking things through helps us figure them out as we go. But don't wait to be invited; take responsibility and start a study group yourself. And if you're concerned that a study group of several students may degenerate into a social club, study with just one other person—find a study buddy and commit to doing the work.
11. **Don't pop pills to stay awake.** You may know students who use Ritalin, Adderall, or Vyvanse as study aids. This is a bad idea. When these drugs are used for the wrong reasons, they can help you stay awake for hours and enter a dreamy state. Usually prescribed for ADHD, these drugs can have serious side effects, such as irregular heartbeat, extremely high body temperature, or even seizures or heart attacks. With such horrible potential health risks staring you in the face, not to mention possible legal sanctions if you obtain these drugs without a prescription, why not make things simple? Just study.[16]
12. **Don't let open-book or take-home tests lull you into a false sense of security.** What could be easier than an open-book test? What could be better than taking a test in the comfort of your own home? Actually, these two types of tests require more preparation than you'd expect. Time is the issue here. If you're unfamiliar with the material, flipping through pages of notes or skipping around in the textbook won't help. Create a reference guide or page tabs for yourself so that you can find various topics in your notes or textbook and use your time efficiently.
13. **Remind yourself of your long-term goals.** Why are you going to college? All this hard work is worth something, or you wouldn't be doing it. Keep your sights on the finish line! Enjoy the feeling of accomplishing something now that contributes to your goal-oriented success later.
14. **Don't mess with success.** If you're doing well and earning the grades you deserve, don't discard what is working for you. Honestly assess the efficiency and effectiveness of your current practices, and then decide what ideas from this chapter you should add to your test-taking preparation routine.

"The difference between school and life? In school, you're taught a lesson and then given a test. In life, you're given a test that teaches you a lesson."

Tom Bodett, American author and radio host

Cramming: Does "All or Nothing" Really Work?

Imagine yourself as the actor in the following scenarios. Compare these situations to cramming for tests.

- You haven't called your significant other since last year. Suddenly you appear at your romantic partner's door with candy, flowers, concert

tickets, and dinner reservations at the most exclusive restaurant in town. You can't understand why your beloved isn't happier to see you.

- You don't feed your dog for several months. When you finally bring him a plate loaded with ten T-bone steaks to make up for your neglect, you notice the dog has up and died on you. Oops!

Of course, these situations are ridiculous, aren't they? How could anyone ever neglect such basic necessities of life? There's an important point to be made here. Many things in life require continuous tending. If you ignore them for a time, catching up is next to impossible. Your college courses should be added to the list.

Believe it or not, some students give themselves permission to follow this all-or-nothing principle of cramming in their academic work. They sail along without investing much time or energy in their studies, and then they try to make up for lost time right before an exam by cramming. The word *cram* provokes a distinct visual image, and rightly so. Picture yourself packing for a vacation in a warm, sunny place and hardly being able to close your suitcase because it's crammed full. You can't decide what to bring so you bring everything you can think of.

The same holds for cramming for a test. You try to stuff your brain full of information, including things you won't need. Because you haven't taken the time to keep up with learning as you go, you try to learn everything at the last minute. Cramming is an attempt to overload information into your unreliable working memory. It's only available for a very short time. However, there are other reasons why cramming is a bad idea:

- Your anxiety level will rise quickly.
- Your sleep will suffer.
- Your immune system may go haywire.
- You may oversleep and miss the exam altogether.

Despite the warnings here, most students cram at some time or other while taking college courses, and doing so may even give them a temporary high and make them feel like they're suffering for a cause.[17] But students who cram for exams usually only earn an average grade, and much of what is memorized is lost shortly thereafter, if not during the exam itself.[18] Generally, slow and steady wins the race.[19]

Test Taking: High Anxiety?

Test anxiety—what is it? And more importantly, does it affect you? Although most people think of test anxiety as a negative, the truth is, it's natural to be anxious before, during, and even after an exam. Most everyone is. In fact, some anxiety is useful. The adrenaline rush that accompanies anxiety can keep you alert and focused.

But for some students, like Kevin Baxter, test anxiety takes over and sabotages their efforts. They may say, "I knew it all before the test, but when I saw the questions, everything I knew vanished before my very eyes." These students experience fainting spells or even gastric distress that requires them to make a quick exit from the room. Some of them may be reacting to prior bad experiences with exams. Others may put intense pressure on themselves because they're perfectionists. Clearly, there's evidence from medical science that too much anxiety can work against you. Corticosterone, a hormone released during times of extreme stress, can actually hurt your ability to retrieve information from long-term memory.[20] To see whether text anxiety might be an issue for you, react to the statements in Exercise 9.2.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 9.2 Test Anxiety Survey

What is test anxiety? What are the symptoms? Do you have it? Answer the following informal survey to determine whether you may have test anxiety. For each of the twelve statements, rate your degree of agreement or disagreement.

1	2	3	4	5
Disagree Completely	Disagree Somewhat	Unsure	Agree Somewhat	Agree Completely

_____ 1. I cringe when I suddenly realize on the day of an exam that a test is coming up.

_____ 2. I obsess about the possibility of failing an upcoming exam.

_____ 3. I often experience disappointment, anger, embarrassment, or some other emotional reaction during an exam.

_____ 4. I think that instructors secretly get enjoyment from watching students squirm over exams.

_____ 5. I experience physical symptoms such as an upset stomach, faintness, hyperventilation, or nausea before an exam.

_____ 6. I tend to zone out during exams; my mind goes blank.

_____ 7. I feel extreme pressure to please others by doing well on exams.

_____ 8. If I'm honest, I'd have to admit that I really don't know how to study for tests.

_____ 9. I'd much rather write a paper or give a presentation than take an exam.

_____ 10. I usually fear that my exam grade will be lower than that of other students.

_____ 11. After taking an exam, I obsess on my performance, going over and over questions that I think I may have missed.

_____ 12. I convince myself that I'm not good at taking exams even though I often do fairly well on them.

_____ TOTAL (add up your score)

If your score equals 49–60, you likely experience a lot of unhealthy test anxiety. For suggestions on how to manage your anxiety, read on.

If you scored between 37 and 48, you have some signs of anxiety and may need help in managing your stress level.

If you scored 36 or below, you most likely experience a normal amount of anxiety and have already developed coping skills to help you.

Regardless of the reasons for test anxiety, the first part of the solution is understanding exactly what test anxiety is. It has four different, but related, components in terms of what you think, feel, and do, as well as how your body reacts:[21]

- **cognitive aspects**—nonproductive thoughts that run through your head before, during, and after an exam ("I have to get an A on this test. If I don't, I'll flunk out of school.")
- **emotional aspects**—negative feelings you experience related to the exam (disappointment, frustration, sadness, and so on)
- **behavioral aspects**—observable indications of stress (fidgeting, drumming your fingers on the desk, and so on)
- **physiological aspects**—unhelpful physiological reactions (dry mouth, butterflies in your stomach, your heart pounding in your chest, and so on)

Because you can't expect the tests you take in college to change for your sake—to reduce your anxiety—the possibility for change must come from within *you*. Consider these suggestions as they relate to the four indicators of test anxiety.

"Positive thinking will let you do everything better than negative thinking will."

Zig Ziglar, motivational speaker and author (1926–2021)

Cognitive

- **Understand your testing strengths and challenges, based on your learning style preferences.** Although research indicates that most students prefer multiple-choice tests over essay tests, you have your own strengths and preferences.[22]
- **Don't catastrophize!** Stop yourself from engaging in negative, unproductive self-talk. It's easy to imagine worst-case scenarios: "If I fail this exam, I'll probably fail the exams in all my courses and flunk out of college, and if I don't go to college, I'll probably end up a total failure." Negative thinking can easily spiral downward, and before you know it, you're thinking about major life catastrophes and the end of the world. Although some exams do have crucial outcomes, it's important to put things in perspective.

Emotional

- **Monitor your moods.** Your emotions change based on many factors; they vary by type, intensity, and timing.[23] If you eat well and get enough sleep before an exam, your moods are more likely to be stable than if you skip meals, give in to sugar highs and lows, and pull all-nighters. An eight-hour sleep debt will cause your mood to take a nosedive.[24]
- **"Park" your problems if you can.** When you go into a store, you leave your car outside in the parking lot and come back to it when you're finished shopping. Think about how that example can relate to taking a test. Park your problems for a while. Focus on your work, and challenge yourself to do your best.

Behavioral

- **Relieve some stress with physical activity.** Expend some of that extra, pent-up energy before the exam. Sprint to class or take a walk to clear your head in the hour before the test begins.
- **"Step out of your life" by spending time outdoors.** Being in the outdoors is liberating. It's easy to forget that when you're spending large amounts of time in classrooms or at work.

Physiological

- **Teach yourself how to relax.** Relaxation training can be used to overcome test anxiety. As simple as it sounds, that may involve learning how to breathe. Watch a new baby sleep, and you'll see instinctive, deep, even breathing in which only the baby's stomach moves up and down. As adults, when we're anxious, we breathe rapidly and shallowly, which doesn't sufficiently oxygenate our brains.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"Worry is like a rocking chair: it gives you something to do but never gets you anywhere."

Erma Bombeck, American humorist (1927–1996)

- **Seek help from a professional.** An expert who works with anxiety-ridden college students can diagnose your problem and help you visualize success or take steps to overcome your fears.

Reduce Math Anxiety and *Increase* Your Test Scores

Let's zero in on a particular type of test anxiety that plagues many college students. Honestly, most people feel some twinge of anxiety about working a complex set of math problems on an exam. But if your level of anxiety interferes with your test success, you may suffer from mild to high math anxiety. One expert estimates that roughly 80 percent of community college students are in that category. And some estimates are that as many as 80 percent of community college students experience some degree of math anxiety.[25]

If you're one of them, admitting the problem is the first step. Next, it's important to understand how math anxiety can work against you during exams so that you can do something about it. The most effective strategies to cope are direct and uncomplicated.[26]

Think back; perhaps you can pinpoint where your fears began. It may have been a teacher or a class or a particular test. Experts believe math anxiety is *learned* and that it's up to you to "unlearn" it.

Why and how does math anxiety affect people? Try this experiment: multiply 86 × 7. To arrive at the answer, you must first multiply 6 × 7, make note of the 2, and carry the 4. Then you must multiply 7 × 8 and add the 4 to arrive at 602. Notice the steps involved in this simple math problem. You have to keep certain numbers in your head while you continue to work through it, which is often the case with math. Your working memory allows you to pull it off.

Working memory is like your brain's scratchpad—keeping certain pieces of information available for you to work with and update.[27] A task like multiplying 639 × 924 would be too much for most people's working memories, but some people have more capacity than others. Here's the kicker: math anxiety actually eats up your working memory.

Why? Managing anxiety takes up working memory space that could be used to solve math problems. When you reduce your anxiety, you have more room to use your working memory productively. Math anxiety also causes people to take longer to do math and to make more mistakes.[28] It's not the case that you use up your working memory because you think and think and think about how to work the problem and get the right answer. Instead, your working memory is hijacked by negative thoughts, causing you to choke.[29]

The solution? Practice for stressful exams under pressure. Set a timer, and tell yourself you must finish before it goes off. Make a game of it: for every question you miss on a practice exam, you must put a quarter in the kitty and pay off your friend, spouse, or mom. In other words, practicing in an equally stressful environment (or nearly so) can help during the actual test.[30] Because math anxiety is a learned fear, it can be unlearned.

As you study for math tests, keep these five suggestions in mind.[31]

1. **Get to know your calculator (like it's your best friend).** If your instructor allows you to use a calculator in class, learn its functions inside and out. Even though today's calculator can do amazing things, it won't help you much during an exam if you don't know how to use it. Your graphic calculator can plot graphs, solve several equations at once, and you can even program it to run

customized applications. But it can't do those things on its own; it requires you to run it. So part of your study strategy should be to learn what your calculator can do and become so familiar with it that using it is almost second nature.

2. **Concentrate on *comprehension*, not *memorization*.** Memorizing formulas or rules is fine, but it won't help you if you don't know how to apply them. This formula, $a^2 + 2ab + b^2 = (a + b)^2$, is a good thing to know about factoring in algebra, but on a test it wouldn't help you factor $w^2 + 8w + 16$ unless you knew exactly how to apply the formula, step by step. Here's a sample practice problem, showing the steps you should learn to feel comfortable with:

Problem:
Simplify: $5(a - 4) + 3 = 8$

Solution:

Step 1: Remove the brackets
$5a - 20 + 3 = 8$

Step 2: Isolate variable *a*
$5a = 8 - 3 + 20$
$5a = 25$
$a = 25/5$
$a = 5$
Answer: $a = 5$

3. **Maximize opportunities to practice.** Homework isn't just busywork; it's practice so that you can succeed. Besides homework, you can find countless websites with practice tests online. Here's an example of a question you might encounter on a test:

Question: There are 2,000 liters of water in a swimming pool. Water is filling the pool at the rate of 100 liters per minute. How much water, in liters, would be in the swimming pool after *m* minutes?

Answer: The amount of water added to the pool after *m* minutes will be 100 liters per minute times *m*, or $100 \times m$. Because we started with 2,000 liters of water in the pool, we add this to the amount of water added to the pool to get the expression $2{,}000 + (100 \times m)$.

Having experience reformulating problems like this means that you know how to extract the math from the words used to describe the math. If you can translate a word problem into a mathematical expression, then you can easily plug in any value to get an answer, given a specific value for *m*. But in order to do that, you need to understand what you're doing. "Practice makes perfect" may be hard to actually accomplish, but it's important to keep practicing in small chunks. Most experts recommend that you take math classes that meet more than once a week, just for the regular practice. Online math classes may be challenging, but they allow you to practice on your own and maximize your learning.

4. **Make flash cards.** The simple act of creating the flashcards will help commit the information to your memory. And if no one is available to help you go through the flash cards, go through them yourself, and write down the answers as you go.

$$\frac{a/c}{b/c} = \frac{a}{b}$$

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

The act of writing this fact on a flashcard reminds you to look for commonalities in the denominator and numerator.

5. **Hit the "redo" button.** Mistakes are invitations to "do it right" the next time. For example, if you get a homework problem wrong, figure out why, rework the problem, write down a sentence about the right way to solve it, and then work a similar problem to prove to yourself that you understand now. Don't just skip it or convince yourself that you'll probably get it right next time. It's called "self-regulated learning," and it works.[32]

During the Test: Focus and Work Hard

"We all have ability. The difference is how we use it."

Stevie Wonder, singer and composer

During an exam, the heat is on! Do you use these strategies? If not, which ones can you incorporate to improve your performance? Highlight each item you do regularly in green and highlight the items you could start doing more regularly to improve your test-taking skills in yellow.

1. **Jot down what you don't want to forget right away.** When you first receive your exam, turn it over and jot down everything you want to make sure you remember—mnemonic devices, charts you've created—assuming, of course, that writing on the test is allowed. Some students treat the exam itself as if it were a sacred document, but marking up your exam is usually allowed. Circle key words and strike through answers you eliminate.
2. **Preview the exam.** Just going through all the questions may help you review terms you know. And you'll notice which questions are easier and which are harder right away. It's also likely that reading sample questions will trigger your memory and help you come up with information you need. After the first few minutes, you may relax a bit, and answers will come to you more easily.
3. **Start with what you know.** Make sure you get credit for answers you know; don't waste time early on struggling with the more difficult questions. This strategy will also boost your confidence and help you relax. Studies show that running up against extremely difficult test questions at the beginning of a test can actually hurt your ability to answer simpler questions later on.[33]
4. **Weigh your answers.** Allocate your time based on the relative weight of the questions. Don't wrestle with one question for ten minutes when it's only worth one point. Go on to one that's worth more.
5. **Read directions thoroughly.** Misreading or skipping the directions altogether can be a lethal mistake. Remember that your instructor can't read your mind. ("But that's not what I meant!") Slow down and make sure you understand what you're being asked to do.
6. **Read questions carefully.** Sometimes skipping over a word in the sentence (or filling one in where there isn't one) will cause you to jump to a false conclusion. Don't let your eyes (or your brain) play tricks on you!

7. **If the test has a mixed format, complete the multiple-choice questions first.** Often instructors create exams using both **objective questions** (multiple-choice, true-false) and **subjective questions** (fill in the blank, essay). Generally, objective questions ask you to *recognize* answers from several alternatives, and subjective questions ask you to *recall* answers from memory. A multiple-choice question may remind you of something you want to include in an essay. Keep a pad of paper nearby during the exam. Jot down ideas as you answer multiple-choice questions. You'll feel more confident and do a better job if you keep a running list of ideas that occur to you as you go.
8. **Explain your answer to a confusing question in the margin of your test.** You may point out a problem your instructor wasn't aware of or get partial credit.
9. **Change your answers if you're convinced you're wrong.** Despite advice you've probably always received from teachers and classmates alike, changing answers when you're sure you've made a mistake is usually a good idea, not a bad one. In one study, less than 10 percent of students made changes that decreased their scores, whereas 74 percent made changes that increased their scores.[34]
10. **Ask your instructor for clarification.** If the exam appears to have a typo or something seems strange, ask your instructor to clarify for you. Of course, if you ask for the definition of a word that is a clue, you probably won't get an answer, but if you have a legitimate question, don't be afraid to ask.
11. **Pay attention to "aha" moments.** Don't let your "aha" moments turn into "oh, no" moments. If you remember something you couldn't think of earlier, go back to that question and finish it right away.
12. **Don't give in to peer pressure.** If, while you're working away, you look around and see that many students are leaving because they're already finished, don't panic. Take as much of the allowed time as you need. Everyone works at a different rate.
13. **Save time for review.** When you're finished, go back over all your answers. Make sure you've circled the right letter or filled in the correct bubble. Be certain you've made all the points you intended to make in your essay. Look at your work critically, as if you were the instructor. Careless errors can be costly!
14. **Be strategic about taking online tests.** Often tests posted online are timed. If you're taking an online course or a classroom course with an online test component, watch for e-mail announcements that tests have been posted, and note particular instructions. When will the test expire and disappear? Can you reenter the test site and redo answers before you hit the submit button? Can you take tests together with other students? With online tests, of course, the other recommendations in this chapter for true-false or multiple-choice tests apply as well.

objective questions questions with specific right or wrong answers

subjective questions questions that require a judgment or opinion

Taking Objective Tests

Many of the exams you'll take in college will be objective, rather than subjective, tests. Let's examine the best strategies for taking objective tests.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

True-False: Truly a 50–50 Chance of Getting It Right?

Exam questions that test your ability to remember are always more challenging than questions that test your ability to recognize the right answer. T or F?

True-false tests may seem straightforward, but they can be tricky. You assume you have a 50–50 chance of answering correctly. But don't forget, you also have a 50–50 chance of answering incorrectly. Sometimes the wording of the statements makes the *process* of taking true-false tests more challenging than their *content*. Consider these helpful guidelines:

- **Watch for parts of statements that make the entire statement false.** The statement must be all true to be "true," and a few words may make an otherwise true statement "false." Here's an example:

Derek Bok, who was president of Harvard University for thirty years, once said, "If you think education is expensive, try ignorance." T or F

The main part of the statement is true; the quotation does belong to Derek Bok. But Bok wasn't president of Harvard for a full thirty years, making the entire statement false.

- **Assume statements are true until you can prove them false.** Statistically, exams usually contain more true answers than false ones. You have a better than 50 percent chance of being right if you guess "true." But teachers vary; yours may not follow the norm.
- **Watch for *absolutes;* they often make a statement false.** Words like *always, never,* and *entirely* often make otherwise true statements become false. "You can *always* get an A on an exam if you study for it." Unfortunately, no.
- **Look for *qualifiers;* they often make a statement true.** On the other hand, words like *sometimes, often,* and *ordinarily* often make statements true. "You can *sometimes* get an A on an exam if you study for it." Fortunately, yes.
- **Remember that negatives can be confusing.** Is this statement true or false? "Students who don't lack motivation are likely to excel." "Don't lack" really means "have," right?

Multiple *Choice* or Multiple *Guess*? Taking the Guesswork Out

Which of the following statements is (are) true?

a. Richard Greener, who became Harvard's first Black graduate in 1870, later became a lawyer, educator, and distinguished U.S. consul and diplomat.

b. Elizabeth Blackwell, who graduated from Geneva Medical College in New York, was the first woman in the United States to earn a medical degree.

c. Oberlin College was the first U.S. college to admit women and the last to admit Black students on an equal footing with Whites.

d. a and b

e. a, b, and c

Are multiple-choice tests difficult for you? Often what's difficult about multiple-choice tests has more to do with the structure of the test than the content. Studying for these tests requires a particular approach, and if you learn the approach, you'll find taking multiple-choice tests to be much easier. You can actually think of them as similar to true-false tests. [The correct answer to the question, by the way, is (d).]

"Failure is a comma, not a period."

Bonnie McElveen-Hunter, founder and CEO, Pace Communications, the first female chair of the board of governors of the American Red Cross

- **Think of answers on your own before reading your choices.** You may get hung up on the wording of an answer. Answer it on your own so that you can recognize it, no matter how it's worded. You may want to do this by covering up the alternatives first and then going ahead after you know what you're looking for. Sometimes the alternatives will differ by only one or two words. It's easy to become confused.
- **Line up your test and answer sheet.** This sounds like a simple suggestion, but getting off a line can be very disruptive when you have to erase like crazy and start over!
- **Determine the TPI (time per item).** Divide the number of questions by the allotted time. If there are seventy-five questions to answer in an hour, you know that you'll need to work faster than one question per minute. Remember to save some time for review and revision at the end, too.
- **Don't decide answers based on the law of averages.** If you flip a coin three times, and it comes up "heads," most of us assume it's probably time for "tails" to come up next. Likewise, on exams, if you've answered (d) for three questions in a row, you may think it's time for an (a), (b), or (c). It may not be.
- **Use a process of elimination and guess if there's no penalty.** Some instructors subtract points for wrong answers, but if you do guess, guess wisely. And don't skip questions. Always mark something unless you're penalized for doing so. Take a look at this example:

Before you write an answer on an essay test, you should do all but the following:

a. Read all the questions.
b. Begin with the hardest question.
c. Look at what the questions are asking you to do, specifically.
d. Underline key words in the question.

You know that you should do (a). Reading all the questions before you start is a must. You know that option (d) makes sense, and so does (c). But you're not quite sure about option (b). You can eliminate (a), (c), and (d), so (b) must be the right answer based on a process of elimination. As you work, eliminate answers that you know are incorrect by marking through them ~~like this~~.

- **Look for highly similar pairs.** Sometimes two options will differ by a single word or the order of words. Often one of these is the right choice.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

- **Look for contradictory answers.** If two statements are complete opposites, one of them is often the right choice.
- **Watch out for tricks intended to separate the prepared from the unprepared!** For example, avoid answers that are true in and of themselves, but not true when attached to the first part of the question being asked. For example, imagine this question option on a multiple-choice exam:

> Global warming is considered to be a serious issue among some scientists because:
>
> a. Former President Bill Clinton describes global warming as a greater threat to the world than terrorism.

"Knowing is not enough; we must apply. Willing is not enough; we must do."

Johann Wolfgang von Goethe, German writer and scholar (1749–1832)

While Clinton did say this in a 2006 speech, it is not the reason for scientists' concern, so (a) isn't the correct answer.[35] Two other tips: generally, when numbers are in each alternative, choose numbers in the middle range. Choosing answers that are longer and more descriptive usually pays off, too.

- **Consider each answer as an individual true-false question.** Examine each option carefully, as if you had to decide whether it is true or false, and use that process to decide which answer is correct.
- **Be careful about "all of the above" or "none of the above" options.** Although instructors sometimes make these options the correct ones, it's also possible they resort to these options because making up enough possible answers is challenging.
- **Watch for terms that have been emphasized.** Look for key terms that appeared in your lecture notes and in chapters of the text. These words may provide links to the correct answer. Remember when taking multiple-choice tests that you are looking for the *best* answer, not simply the *right* one.[36]

Short-Answer, Fill-in-the-Blank, and Matching Tests

Short-answer tests are like essay tests, which we'll discuss shortly, in many ways. You're required to come up with an organized, thoughtful answer on your own. But instead of a long essay, you only need to write a paragraph or two. Is that easier? It may be, but sometimes it's just as hard or harder to say what you need to say in fewer words. Generally, however, the suggestions for essay tests hold.

For fill-in-the-blank tests, first think the statement through. What does it mean? Try inserting different words. Which one sounds best? Which one was used during lectures or appeared in the textbook? If one word looks awkward, try another one. Although it's not a completely reliable hint, look at the number of words, placement of spaces, and length of the space. If you don't know the exact terminology the question is looking for, insert your own words. You may at least earn partial credit.

Matching tests require particular strategies, too. First of all, you must determine whether items should be used only once or if they can be reused. If it's

not clear from the test directions, ask for clarification. Match the items you're certain about first and cross them out if once only is the rule. If you mismatch an item early on, all your subsequent choices will be wrong, too.

Taking Subjective Essay Tests

> Essay Question: Please discuss the value of brain research in relation to our current knowledge of how learning takes place.

Essay questions are difficult for some students because details are required. Rather than being able to *recognize* the correct answer, you must be able to *recall* it totally from your own memory. Here are some recommendations you should consider:

- **Save enough time for essays.** If the test has a mixed format with different types of questions, it's important to save enough time to write well-thought-through essays. Often objective questions such as multiple-choice or true-false only count a point or two, but essay questions often count into the double digits.
- **Read all the questions before you start.** To sharpen your focus and avoid overlap, give yourself an overview of all the questions before you start writing.
- **Make brief notes.** Somewhere on the exam or on scratch paper, write a brief plan for your responses to essay questions. A few minutes of planning may be time well spent. As you plan your answer, keep basic questions in mind—*who, what, when, where,* and *why*—as an organizing framework.
- **State your thesis up front.** How will you handle this question? What's your plan of attack? Your first paragraph should include your basic argument in a thesis statement.

thesis your main points, summed up in a sentence (or two); what you intend to "prove"

- **Provide support for your thesis.** Writing an answer to an essay question requires you to make **assertions**. However, it's not enough that you assert things; you must try to prove that they are true. If your thesis asserts that college students cheat more today than they did when your parents went to college, you must present evidence—statistics, examples, or expert testimony—to demonstrate that what you're asserting is true.

assertions statements you claim to be true

- **Zero in on the verb.** The heart of an essay question is its verb. Take a look at this list and think about how each verb dictates what is required:

  Analyze—break into separate parts, and examine or discuss each part

  Compare—examine two or more things, and find the similarities and differences (usually you emphasize the similarities)

  Contrast—find the differences between two or more things

  Critique, criticize, or evaluate—make a judgment, describe the worth of something

  Define—provide the meaning (usually requires a short answer)

  Describe—give a detailed account, listing characteristics or qualities

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Discuss—describe a cause/effect relationship, the significance of something, the pros and cons, or the role played by someone or something

Enumerate—list qualities, characteristics, events, and so on

Explain—similar to discuss

Illustrate—give concrete examples

Interpret—comment on, give examples, provide an explanation for, discuss

Outline—describe the plot, main ideas, or organization of something

Prove—support an argument with evidence from the text or class notes

Relate—show the relationship or connection between two things

State—explain in precise terms

Summarize—give a condensed account of key points, reduce to the essential components

Trace—describe a process or the development of something

- **Use terms from the course.** Perhaps more than any other type of exam, an essay test allows you room to truly display your knowledge. Use the opportunity! Reflect new terms you have learned, and tie your answer directly to course content.
- **Tighten your answer, don't write down everything you know.** When writing an essay answer, some students write down everything they know, hoping that something will be correct. You may actually lose points by doing this. It's better to target your answer and be precise.
- **Generalize if you're unsure of small, exact details.** You can't quite remember, was it 1884 or 1894? The best idea is to write, "Toward the end of the nineteenth century" instead of choosing one of the two and being wrong.
- **Follow all the rules.** When answering an essay question, it's important to be as concise yet thorough as possible. Number your ideas ("There are *three* major . . . "). Avoid slang ("Wordsworth elaborated . . . " not "Wordsworth *jazzed up* the poem."). Refer to researchers or authors or noteworthy people by their last names ("Jung wrote . . . " not "Dr. Carl Jung wrote . . . ").
- **Watch your grammar.** The reason why its important, to do this, is because many student's dont and there answers are marked wrong. They wish they would of done better afterward. (You get the point.)
- **Write an answer that corresponds to how much the question is worth.** It's important to be concise, but generally, if one essay answer is worth ten points and another is worth twenty-five points, your instructor will expect you to write more for the question that's worth more. A more detailed, thorough response is what is called for, but make sure you're adding content, not just padding your answer.
- **Put down what you do know.** If you see a question you didn't predict, don't panic. If you've studied, you know *something* that might help give you partial credit even if you don't know the answer in full.

- **Proofread and make sure your handwriting can be read.** Although most instructors will count the number of points you covered and use specific standards, grading essays requires instructors to use their own judgment. A good essay answer is taken less seriously if it's littered with mistakes or a real mess to read. This is the real world; neatness counts. Anything you can do to create a positive impression may work in your favor.
- **If you run out of time, jot down any remaining points in the time that's left.** You may not get full credit, but partial credit is better than none.
- **Include a summary statement at the end.** Your essay answer should read like a real essay with an introduction, a body, and a conclusion. Don't just stop mid-sentence without wrapping things up.[37]

Don't Cheat Yourself!

What if you were in one of these situations? How would you respond?

- Many students in your math class get through the homework by sharing answers on their social media pages. The instructor doesn't know, and the course isn't all that interesting anyway.
- Friends of yours store all the names and dates they'll need to know for their history exams on their cell phones. With just one click your friends can call up whatever information is needed. "Try it," they say. "Everyone else does it, and you'll feel cheated if you don't cheat. If you don't do what other students do, you'll graduate with so-so grades, and you'll never be able to compete for the jobs you've always wanted. Besides, getting away with it here just helps prepare you for the business world where things are *really* cutthroat!"
- You hear about some entrepreneurial students who operate an underground paper-writing service. For $20 a page, they will guarantee you the grade you want (based on the grade you already have going in the course so that your paper won't raise the instructor's suspicions), and they "doctor" each sentence so that the source can't be found on the internet. You have four papers, a presentation, and an exam all due the same week, and one or two papers would only run you around $150 to $200. That's not all that much considering the tips you make as a server. Hmm. . . .

"For nothing can seem foul to those that win."

William Shakespeare, British poet and playwright (1564–1616)

How did you respond to these three scenarios? Are you aware of cheating schemes at your school? Could students you know be the ones these scenarios were written about? Notice that these students have practical-sounding reasons for what they are doing. If you want to cheat, it's not hard, and you can always blame someone else. What's the harm? You get better grades, your teachers think they're doing a good job, your school brags about the fine academic record of its students, and you pat yourself

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

on your back for skillfully managing a very busy, demanding life. Everyone wins, right? Wrong.

According to some studies done fifty years ago, one in five college students admitted to cheating. Today's figures range from 75 to 90 percent.[38] Here's some straight talk about cheating:[39]

1. **Remember that cheating snowballs.** What started as secretly pocketing some kid's toy or glancing at your neighbor's reading test in grade school turns into writing a math formula between your fingers or hiding the names of the constellations under your shirt cuff in middle school. Then these violations as a kid turn into full-fledged, sophisticated rule-breaking as students "download their workload" in high school and knowingly violate their school's Academic Integrity Policy in college. Where does it stop?
2. **Instead of saving time, cheating can take time.** Everyone is busy. Most students are working at jobs for pay in addition to taking classes. How can anyone get everything done that needs to get done? But instead of devising elaborate cheating schemes, which take time to design, why not just use that time to study?
3. **If you cheat now, you'll pay later.** Sooner or later, cheating will catch up with you. You may get past your math instructor this time, and you may even get good grades on others' work you turn in as your own. But someday your boss will ask you to write something, do some research, or use a skill a student is expected to have learned in college, and you won't know where to start.
4. **If you do get caught, cheating may do you in.** Some students cheat because they know other students have gotten away with it. Cheating for them is a thrill, and not getting caught is like winning or beating the system. Roll the dice and see what happens, they say. But you should know that instructors are in the know these days. Academic hallways are abuzz with faculty talk about cheating. If you do get caught, your academic career may come to an abrupt halt.
5. **Cheating is just plain wrong.** You may or may not agree with this point, but it deserves some serious consideration. How would you like to be cheated out of money that's owed you or days off that are due you? The Golden Rule may sound old-fashioned, but the fact that it's been around for a long time with roots in a wide range of world cultures tells you something. "Intellectual Property" and "Academic Integrity" may not be as tangible as money you deserve or eight hours of free time, but they are things that are increasingly protected by every college.

ethical standards agreements about what is right and wrong

What are your personal **ethical standards**? Are you willing to cut corners? Would you cheat to achieve top grades in college? What kind of "devil's bargain" would you be willing to strike?

Some students today believe that technology is a tool, and using technology to avoid work isn't cheating, it's just plain smart. Some experts call it the "technological detachment phenomenon." These students think: schoolwork is just busywork, so if you download homework answers, buy a paper online, or collaborate with other students over the internet when the assignment calls for your own work, you're just saving valuable time. They think the pervasiveness

of technology somehow justifies cheating. By some accounts, the incidence of cheating increased dramatically during the pandemic, and it further accelerated technology as a way to cheat.[40] But software now helps proctors analyze keystrokes as students type, and live proctors can typically discriminate between students who are typing an answer and ones who are taking a screen grab.[41] But cheating, no matter how you do it, is still cheating—and the person you're cheating most is yourself. One student went to a campus computer lab and happened to find another student's homework saved there. So he changed the name to his own name, and turned the assignment in as his own. But he mistakenly forgot to change the name on one page. Busted.[42]

If you're tempted, remember this. Learning is about *doing,* not figuring out ways *not to do,* and sooner or later, cheating costs you—big time! Don't cheat yourself out of learning what you need to learn in college. Learning is not all about *product*—the exams, papers, grades, and diplomas themselves—it's about *process,* too. The process involves gaining skills that will prepare you for life after college. That's a goal worth working toward. Cheating in your college classes now just makes it that much easier to risk cheating your employer—and yourself—later on the job. Look through newspapers or watch the evening news to see who's been caught lately. It's a competitive world out there, but more and more companies find that having a good reputation, which comes from being honest, is good business. Integrity starts now: *earn what you learn.*[43]

After the Test: Continue to Learn

After you finish an exam and get your results, you may be thrilled or discouraged. Regardless, exams can be excellent learning experiences if you take these steps. As you read, try highlighting each item you do regularly in green and the items you could start doing more regularly to improve your test-taking skills in yellow.

1. **Analyze your results.** Conduct a thorough analysis of your test results. For example, an analysis like this one might tell you what kinds of questions are most problematic for you.

TYPE OF QUESTION	POINTS EARNED/RIGHT	POINTS DEDUCTED/WRONG	TOTAL
Multiple-Choice	32	3	35
Fill-in-the-Blank	15	2	17
True-False	20	8	28
Essay	10	10	20
Total	77	23	100

   Or analyze your results by comparing how many lecture questions there were versus textbook questions to find out where to concentrate your efforts on future tests. Or do an analysis by chapter to tell you where to focus your time when studying for the final exam.

2. **Read your instructor's comments and take them to heart.** After an exam, ask yourself: What was the instructor looking for? Was my writing ability part of the issue? Does the test make more sense now than it did while

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"Non scholae sed vitae discimus. (We do not learn for school, but for life.)"

Lucius Annaeus Seneca, Roman philosopher and statesman (4 B.C.–A.D. 65)

I was taking it? Are there instructor's comments written on the test or in the online course shell that I can learn from? What do the results of this exam teach me about preparing differently, perhaps, for the next test?

3. **Explain your grade to yourself.** Where did you go wrong? Did you misread questions? Run out of time? Organize essay answers poorly? Does the grade reflect how much time you studied? If not, why not? Did test anxiety get the better of you? On the other hand, if you studied hard and your grade reflects it, that's an explanation, too!
3. **Be honest.** It's easy to get caught up in the blame game: "I would have gotten a better grade if the exam had been fairer, if the test had been shorter, if the material hadn't been so difficult, if I'd had more time to study. . . ." Your instructors have heard every excuse in the book: "My dog ate my notes," "A relative died," "A family emergency made it impossible to study," "My hard drive crashed"—you name it. Of course, sometimes crises do overtake events. But rather than pointing fingers elsewhere if you're disappointed with your results, take a close look at what you can do differently next time.
4. **Make a specific plan for the next test.** Most courses have more than one exam. You'll probably have an opportunity to apply what you've learned and do better next time.
5. **Approach your instructor politely if you believe your exam has been mismarked.** Sometimes teachers make mistakes. Sometimes they're interrupted while grading and forget to finish reading an essay answer, or the answer key is wrong, or they make a mistake adding up points. Even if the scoring is correct, it may be a good idea to approach your instructor for help about how to improve your next test score.
6. **Reward yourself for good (study) behavior.** After you've worked hard to prepare and the exam is over, reward yourself—take in a movie, go out with friends, do something to celebrate your hard work.

The final point this chapter will make about memory and tests is this: in a classic study conducted in the mid-1970s, two Swedish scholars decided to find out the difference between effective and ineffective learners. They gave students this task: read an essay, summarize it, and solve a problem. Then they interviewed the students to find out how they had approached the task.

The interviews revealed two types of learners. One group of students said things like, "I just tried to remember as much as I could" or "I just memorized what I read." Other students said, "I tried to look for the main idea" or "I looked for the point of the article." The professors who conducted the study then characterized the difference between *surface-level processing,* looking at words and numbers alone, and *deep-level processing,* searching beneath the surface for underlying meaning.[44] (See Figure 9.3 for an image to tie to these contrasting ideas.) To become a truly focused learner, you must process information as you go. Dig deep for increased learning, better test results, and greater success!

Figure 9.3

Memory Processing: Skipping a Stone versus Deep Sea Diving

Nathan B. Dappen/Shutterstock.com

Elisei Shafer/Shutterstock.com

Insight: *Now* What Do You Think?

At the beginning of this chapter, Kevin Baxter, a frustrated and discouraged returning adult student, faced a challenge. Now after reading this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Kevin's case study. What are some of the possible outcomes for Kevin?

Action: Your Plans for Change

1. Which type of test do you find most difficult—multiple-choice, true-false, or essay, for example? Which strategies that you read about will you try on your next exam?
2. Many students have negative attitudes toward tests. What could they do to change their outlook and learn to see tests as opportunities, rather than threats?
3. What piece of helpful information about memorizing or test-taking, based on your own experience, would you add to this chapter? How has that new information changed the way you prepare for or actually take tests?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you, and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. What are the three "R's" of remembering?
2. This chapter identifies five major ways to maximize your memory. Can you identify two of these five ways?
3. What are the four components of test anxiety?
4. Identify three hints to managing your time during tests.
5. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete it (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you'll read?_____

Hugo Felix/Shutterstock.com

Communicating in Groups, Valuing Diversity | 10

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to communicating in groups and valuing diversity in college, what do you find most challenging, if anything? Put check marks by the phrases that apply to you or write in your answer.
   - ☐ Developing emotional intelligence
   - ☐ Communicating productively in groups
   - ☐ Appreciating the varied aspects of diversity
   - ☐ Developing cultural intelligence
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll be open to learning how to improve my skills.
   - ☐ I'll see whether this chapter helps me.
   - ☐ I'll pay particular attention to these issues in my classes.
   - ☐ Eventually, I'll just figure it out on my own.
3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ Whether your emotional intelligence can be improved
   - ☐ How to improve communication in groups and with people you care about or work with
   - ☐ Why diversity enriches our lives
   - ☐ What cultural intelligence is and why it's important

YOUR READINESS FACTOR

1. How motivated are you to learn more about communicating in groups and valuing diversity in college? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Hugo Felix/Shutterstock.com

Focus
Challenge Case

Serena Jackson

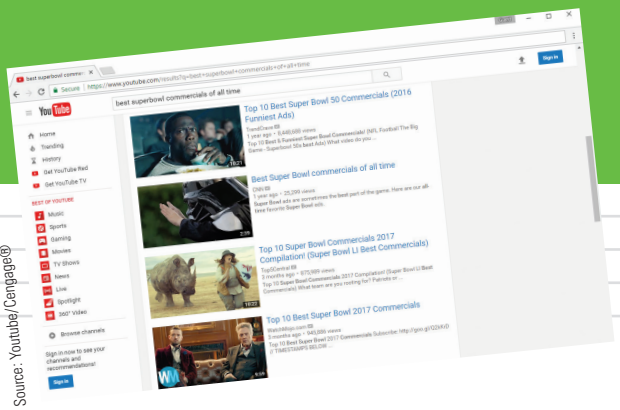
As Professor Arnold read the group members' names aloud for the assigned presentations in "Introduction to Mass Media" on Monday, it was all Serena could do to keep her cool. She listened closely: "Group 1: Jessica Andrews, Jordan Nelson, Cassie Phillips, and Serena Jackson." Even as the names were coming out of Professor Arnold's mouth, Serena could see how it would all play out. Jessica would want to run the group, Cassie wouldn't come through on her part, and Jordan would totally blow off the assignment. *Great,* Serena thought. *A random group of students I don't even know very well will earn 50 percent of* my *grade*. It just didn't seem fair.

They had the last fifteen minutes of class to exchange cell phone numbers and e-mail addresses, which everyone did. There was even some excitement in the room. At least the group presentations would be a break from the weekly lectures. But the very thought of speaking in front of the class made Serena's heart race, and now with these teammates, things were looking grim. She had only earned a B on the first exam, and she desperately needed an A in this class to balance out her likely disappointing algebra grade.

Serena sent off an e-mail to the group on Wednesday, suggesting they meet at the library on Friday morning to decide on a topic and divide up the work. Jessica wrote back immediately, "I work on Friday mornings." Cassie took her time but finally replied on Sunday, "I'm out of town this weekend. Let's wait until next week." Jordan didn't write back at all. "You e-mailed me?" he said, with a puzzled look on his face in class on Monday. "Oh, I never check my e-mail. I only respond to texts." Serena planned to catch everyone's attention to set a new meeting time as class let out, but Cassie wasn't there, and the other two had bolted by the time she zipped up her backpack.

On Tuesday morning, it was Jessica who texted everyone: "Meeting in UC 213 tomorrow at 2. I know that works for three of us." *Three of us?* Serena asked herself. No one had even checked with her. Were they working around her? Her math class met from 1:15 to 3:30, and she couldn't afford to skip it. She texted back, "I have class then." "No worries," Jessica replied. "We three will get started. Then we can just send a PowerPoint around, and talk through it for the actual presentation." Serena replied, "I could meet at 4. Can you?" "No, Cassie has a doctor's appointment, and I have to babysit for my neighbor." What was the group's topic? Who was doing what? Were they trying to exclude her, or did it just seem that way? Sometimes Serena felt isolated as the only Black student in this particular class, which didn't happen very often at her school. Although she was furious inside, the last thing she wanted to do was rock the boat.

Although she didn't want to bother Professor Arnold, Serena finally decided to alert her to the group's issues. But when she dropped by during office hours, her instructor defended the assignment. "I know group projects can be challenging,"


best superbowl commercials of all time
Top 10 Best Super Bowl 50 Commercials (2016 Funniest Ads)
Best Super Bowl commercials of all time
Top 10 Super Bowl Commercials 2017 Compilation! (Super Bowl LI Best Commercials)
Top 10 Best Super Bowl 2017 Commercials

Source: Youtube/Cengage®

she said. "But you'll be working through team issues like these in the workplace—and you'll be 'graded' on the team's results. I could step in and try to fix things, but you four should work through it yourselves. It's good practice for '*the real world.*'" Although Serena knew Professor Arnold was right in the long run, her wisdom didn't help right now.

At least the group had updated her after they met. Jessica's e-mail read, "We only had time for a half-hour meeting, but we decided our presentation would be about the best Super Bowl commercials of all time. Cassie and I will do the research, Jordan will find examples of commercials on the internet, and your job will be doing the PowerPoint slides."

A week before their presentation was due, the group finally managed to agree on a time that everyone could meet—a waste of time, as it turned out. No one was prepared. Jessica spent the meeting time texting her boyfriend. Jordan was on his phone with somebody, and Cassie sat there scarfing down a huge burrito. Somehow they managed to get nothing done in an hour and twenty minutes. The presentation was next Monday, and no one else seemed to be the least bit interested in doing a good job. "Group projects are a pain," Jessica tweeted after class. #hategroupprojects #powerthroughit" What Serena's mother had always told her appeared to be true: "If you want to get something done *right*, do it yourself." But "doing it herself" wasn't an option for Serena's group project, and, most likely, neither was getting an A.

Source: Twitter/Cengage®; Vjom/Shutterstock.com

Reaction: What Do *You* Think?

1. There's a difference between intelligence quotient (IQ) and emotional quotient (EQ). What EQ skills would Serena need in order to improve this situation? Describe them as best you can.
2. Serena's relationships with her group members are important to her. After all, she may end up in other classes with them in the future. What advice would you give her?
3. Describe Serena's conflict management style. Does she face it head-on, for example, or avoid it? What clues does the case study provide you?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"Our emotions are the driving powers of our lives."

Earl Riney, American clergyman (1885–1955)

Every day, in many ways, you make choices about how you react to situations and other people. College is no exception. It's a time of transition; it can be an emotionally challenging time. Even if you're a returning student who's been on your own for years, college will require you to make some major adjustments in your life. As a new college student, you're on your own, continually adapting to new situations, adjusting your past relationships with friends and family, and forming new ones rapidly. You will meet issues relating to relationships, teamwork, and diversity head on. How should you react?

Start with *Why?*

2 Minute Read

Just how important are soft skills (more appropriately named "durable," "essential," or "power" skills) on the job—the skills you use to actually get work done? As it turns out, exceedingly important. Figure 10.1 shows a U.S. state-by-state essential skill analysis. You'll see that a sense of humor appears to be valued in the northern coastal states of Maine, Oregon, and Washington, whereas sensitivity surfaces as the top skill in District of Columbia, and curiosity rises to the top among New Yorkers. Is there rhyme or reason to these results? Perhaps, but the actual numbers come from scanning thousands of job ads. Of course, today remote employees are not necessarily confined to working in one specific state. However, for the purposes of this chapter, note that emotional intelligence gets the most votes of all. It's so important that organizations actively try to assess it during job interviews. You could rise above all the other applicants based on your emotional intelligence (EI).

Seventy-one percent of hiring managers state they value EI over IQ; they'd be more likely to hire a candidate with high EI and a slightly lower IQ than one with a high IQ and lower EI.[1] What is EI, exactly? Emotionally intelligent employees can be described by these three Rs. Consider them to be advice for you:

- **Recognize** your own strengths and weaknesses. Be self aware.
- **Read** your environment. Watch what's happening around you so that you can adjust to people and situations.
- **Respond** appropriately and exercise self-control. Manage your own emotions and try to understand and respond to those of others.[2]

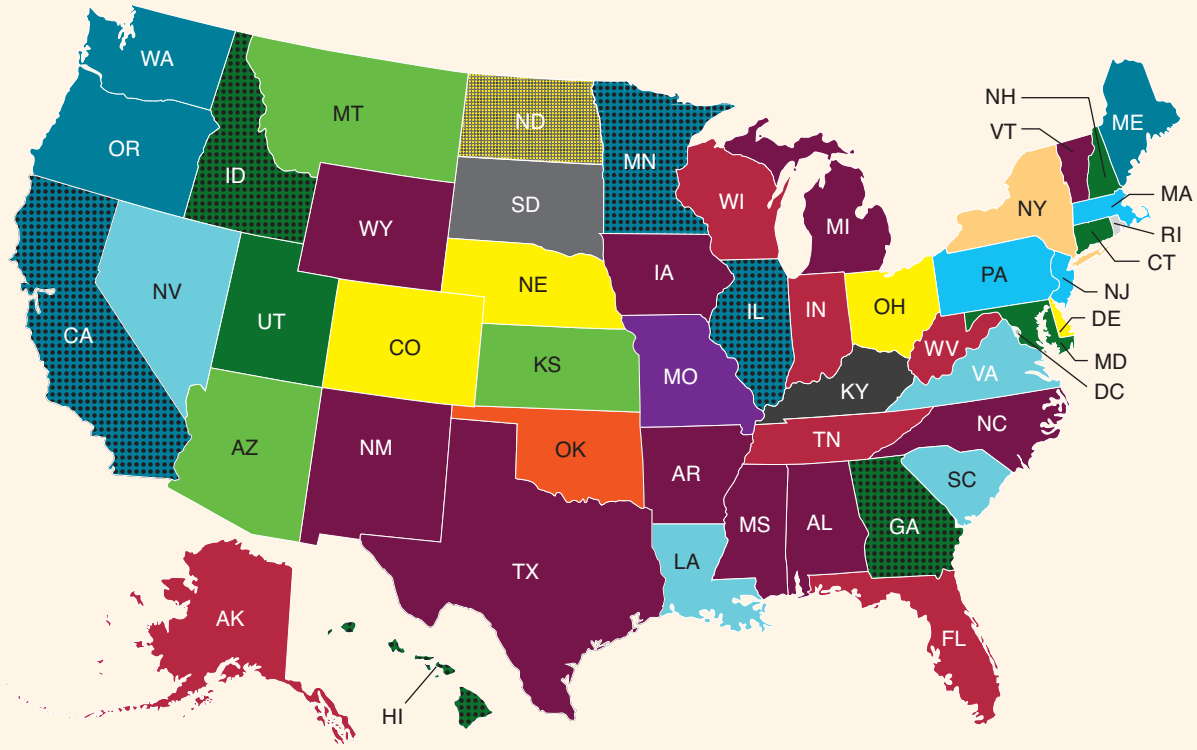
According to industry experts, 46 percent of new hires fail within 18 months of taking a new job. Why? Some employees are unable to accept feedback, or they can't understand and manage emotions, or they may have the wrong temperament for the job. "Interviewing for emotional intelligence can potentially avoid these errors in hiring the wrong candidate."[3] How do employers decide? Typically, to assess your emotional intelligence, they ask questions based on your past experience or future projections—questions such as these:

- How do you handle crucial conversations? For example, what would you do if you have a performance appraisal coming up with a new boss who is hard to please? If you think the boss's criticism is way off, how would you handle the situation?
- Can you describe a time when you've experienced tension on a team? For example, if you have a new colleague who seems stand-offish, but the two of you have been assigned to the same work team, how would you break the ice?
- How do you handle an insensitive colleague? For example, if a colleague keeps interrupting you, attributing your suggestions to others, or taking credit for your ideas during Zoom meetings, what would you do?

Hiring managers gauge emotional intelligence from questions such as these.[4] If candidates are unable to answer or have difficulty, interviewers assume that candidates have less self-awareness and self-control (i.e., less emotional intelligence). So, is emotional intelligence a skill set to cultivate on your way to the job you want? The answer is an enthusiastic and unqualified "yes"!

Figure 10.1

Soft Skills in Job Ads by State



- **Emotional Intelligence** — Alabama, Arkansas, Iowa, Michigan, Mississippi, New Mexico, North Carolina, Texas, Vermont, Wyoming
- **Active Listening** — Alaska, Florida, Indiana, Tennessee, West Virginia, Wisconsin
- **Public Speaking** — Louisiana, Nevada, South Carolina, Virginia
- **Resilience** — Connecticut, Maryland, New Hampshire, Utah
- **Diplomacy** — Arizona, Kansas, Montana
- **Humility** — Georgia, Hawaii, Idaho
- **Patience** — Massachusetts, New Jersey, Pennsylvania
- **Storytelling** — California, Illinois, Minnesota
- **Curiosity** — New York
- **Imagination** — North Dakota
- **Persuasion** — Missouri
- **Delegation** — Oklahoma
- **Emotion Management** — Kentucky
- **Empathy** — Rhode Island
- **Optimism** — Colorado, Delaware, Nebraska, Ohio
- **Humor** — Maine, Oregon, Washington
- **Generosity** — South Dakota
- **Sensitivity** — District of Columbia

Source: Staff. (2020). Which soft skills are the most highly-valued by American businesses? *Digital Information World*. Retrieved from https://www.digitalinformationworld.com/2020/10/study-the-most-in-demand-soft-skills-in-america-right-now-chart.html#

Here's a fundamental truth: College isn't just about your head. Yes, academics are the reason you're in college, but your heart plays a critical role in your success, too. From friends to family members, to professors, to classmates, how you handle relationships can make or break you academically. Emotional reactions to troubling circumstances have the raw potential to stop you dead in your tracks. Some students, for example, have the *academic* skills required for success, but *nonacademic* issues can interfere.

In college and in life, your EQ (emotional quotient), or *emotional intelligence*, can be just as important as your IQ (intelligence quotient). Studies show

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 10.1 How Would You Respond?

Read these five scenarios and identify the most emotionally intelligent response.[5]

1. You notice another student has copied your online response from a discussion board and submitted it as an assignment in the course, hoping the instructor won't notice. What do you do?
   a. Tell the student off to set the record straight, right then and there.
   b. Tell the instructor that someone has cheated.
   c. Ask the student where the research for the paper came from.
   d. Forget it. It's not worth the trouble. Cheaters lose in the end.
2. You're riding on a plane that hits a patch of extreme turbulence. What do you do?
   a. Grab hold of the person in the next seat and hold on for dear life.
   b. Close your eyes and wait it out.
   c. Read something or watch a movie to calm yourself until things improve.
   d. Panic and lose your composure.
3. You receive a paper back in your toughest course and decide that your grade is unacceptable. What do you do?
   a. Challenge the instructor immediately after class to argue for a better grade.
   b. Question whether you're really college material.
   c. Reread the paper to honestly assess its quality and make a plan for improvement.
   d. De-emphasize this course and focus on others in which you are more successful.
4. While kidding around with your friends, you hear one of them tell a racially insensitive joke. What do you do?
   a. Decide to ignore the problem and thereby avoid being perceived as overly touchy.
   b. Report the behavior to your advisor or an instructor.
   c. Stop the group's conversation. Make the point that racial jokes can hurt and that it's important to be sensitive to others' reactions.
   d. Tell your joke-telling friend later that racial jokes offend you.
5. You are working on a group project, and one member is a total slacker. What do you do?
   a. Pick up the slack and do that person's work. That's easier than getting the member to come through for the group.
   b. Call or text the person and express your displeasure. You're busy, too, and it's not fair to the rest of the group.
   c. Generate some strategies with the rest of the group and approach the member with the group's suggestions.
   d. Contact the instructor as soon as possible and ask to be placed in a different group.

that first-year students have often felt overwhelmed and lonely even before the COVID-19 pandemic shutdown, which generated feelings of isolation in many students. Begin now to refine the emotional skills you'll need to face whatever challenges come your way.

Perhaps you've found yourself in settings such as those described in Exercise 10.1. You might need more actual details to make the best choice in these five scenarios, but according to some experts, choice (c) is the most emotionally intelligent one in each case. Do you agree? How do *you* make decisions such as these? What constitutes an emotionally intelligent response?

What Is Emotional Intelligence?

Many experts believe that intelligence takes many forms. Rather than a narrow definition of intelligence, they believe in Multiple Intelligences: Linguistic, Logical-Mathematical, Spatial, Kinesthetic, Musical, Interpersonal, Intrapersonal,

and Naturalistic.[6] **Emotional intelligence** (or EI) may well be a combination, at least in part, of *intrapersonal* and *interpersonal* intelligences.

emotional intelligence one's ability to deal with the demands and pressures of everyday life through awareness, control, and expression of emotions

Emotional intelligence is a set of skills that determines how well you cope with the demands and pressures you face every day. How well do you understand yourself, empathize with others, draw on your inner resources, and encourage the same qualities in people you care about? Emotional intelligence involves having people skills, a positive outlook, and the capacity to adapt to change. Emotional intelligence can propel you through difficult situations.

The bottom line? Research links emotional intelligence to college success, and learning about the impact of EI in the first year of college helps students stay in school.[7] According to research, the two most important emotional intelligence skills tied to college success are recognizing emotions and managing emotions.[8] Or consider this research finding: strong emotional intelligence helps you achieve a higher grade point average (GPA) when you take online courses.[9] In fact, emotional intelligence and learning are related in any context: According to emotional intelligence experts, "Anyone who looks at the brain and how it works knows that your emotional state directly affects how you can use your academic skills. If you're upset, it shrinks your working memory. You can't pay attention to what the teacher's saying. You can't learn."[10] Unfortunately, an analysis of seventy studies conducted between from 2003 to 2018 suggests that emotional intelligence skills among college students are on the decline. Researchers are trying to understand why by examining cultural, social, and technological variables.[11]

As you read about the five scales of emotional intelligence, begin thinking about yourself in these areas. As each scale is introduced, ask yourself whether you agree or disagree with the sample statement from a well-known emotional intelligence instrument as it pertains to you.[12]

Self-Perception

"I'm aware of how I feel." Agree or disagree?

Are you in tune with your emotions? Do you fully realize when you're anxious, depressed, or thrilled? Or do you just generally feel up or down? Are you aware of layers of emotions? Sometimes we show *anger,* for instance, when what we really feel is *fear.* Are you emotionally strong on your own, rather than depending on others for your happiness? Do you realize that no one else can truly make you happy, that you are responsible for creating your own emotions? How well do you understand yourself and what makes you tick?

airdone/Shutterstock.com

Self-Expression

"It's hard for me to describe my feelings." Agree or disagree?

Can you express your feelings to others? Are you assertive about your needs when you need to be? Are you independent, such that you can "speak for yourself," rather than relying on others to speak *for* you?

Kabardins photo/Shutterstock.com

Interpersonal Skills (Relating to Others)

"I'm aware of how others feel." Agree or disagree?

Are you aware of others' emotions and needs? Do you communicate with sensitivity and work to build positive relationships? Are you a good listener? Are you comfortable with others, and do you have confidence in your relationships with them?

iofoto/Shutterstock.com

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Technomatix/Shutterstock.com

Luis Molinero/Shutterstock.com

Decision Making

"When I'm really upset, I can't decide what to do." Agree or disagree?

How easy or hard is it for you to solve problems? Can you think of a range of possible solutions? Can you see situations that affect you realistically? Are you able to control your impulses, such that you make good decisions that benefit you?

Stress Management Skills

"I expect things to turn out all right, despite setbacks from time to time." Agree or disagree?

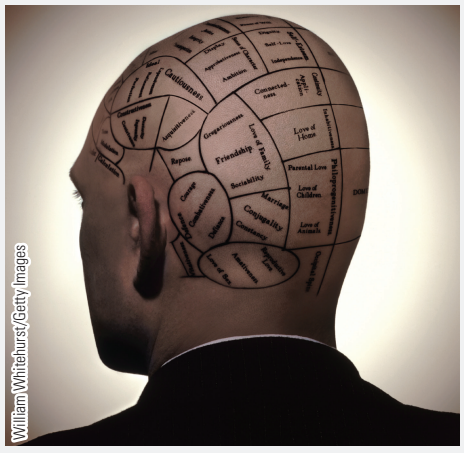
Can you productively manage your emotions so that they work *for* you and not *against* you? Can you control destructive emotions? Can you work well under pressure? Are you in control, even when things get tense and difficult?

Source: From EQ-i:S Post Secondary. Used by permission of Multi-Health Systems Inc.

resilience the ability to bounce back from difficult situations

Emotional intelligence affects every part of our lives. For example, researchers study related concepts: "hardiness," "**resilience**," and "learned optimism."[13] Some people are more resistant to stress and illness. Hardy, resilient, optimistic people are confident, committed to what they're doing, feel greater control over their lives, and see hurdles as challenges. Emotional intelligence is part of the reason why.

Emotional intelligence and its five scales are important in all aspects of life, including your future career.[14] Leaders with emotional intelligence are often extraordinarily successful. Elon Musk is often seen as an example of an emotionally intelligent leader. After a claim of high accident rates in the Tesla factory was raised, he wrote this company-wide e-mail (emphasis added): "No words can express *how much I care* about your safety and wellbeing. It *breaks my heart* when someone is injured building cars and trying their best to make Tesla successful. Going forward, I've asked that every injury be reported directly to me, without exception. I'm meeting with the safety team every week and would like to meet every injured person as soon as they are well, *so that I can understand* from them exactly what we need to do to make it better. I will then go down to the production line and perform the same task that they perform. This is what all managers at Tesla should do as a matter of course. At Tesla, we lead from the front line, not from some safe and comfortable ivory tower. Managers must always put their team's safety above their own."[15]



William Whitehurst/Getty Images

"Managing your emotions is an inside job."

Doc Childre and Howard Martin, performance experts

During the COVID-19 pandemic shutdown and since then, leaders in the workplace have struggled with changing expectations and employee needs. "Leaders recognize the external factors that put pressure on employees and they're sensitive to them. That's because a dash of understanding can make a world's difference in relieving stress and showing that their employee is valued. Empathy could be changing meeting times to work around a parent's family duties. Maybe it's extending a deadline when someone's Wi-Fi goes down. It could be encouraging a worker to take a mental health day when they start to show signs of burnout."[16] The pandemic has challenged people's emotional intelligence to the limit. The question is: what can we do about it?

Can Emotional Intelligence Be Improved?

Everyone wants well-developed emotional intelligence, but how do you get it? Can EI be learned? Although researchers admit that genes definitely play a role, most experts believe that emotional intelligence can be increased. One of the most convincing pieces of evidence is from a study that followed a group of students over seven years. Students assessed their emotional intelligence, selected particular areas to strengthen, and then each created an individual plan to develop them. Seven years later, their competencies remained high.[17]

If you believe what this chapter says about the importance of emotional intelligence and college success, you're probably asking yourself what you can do about it. Are the skills related to emotional intelligence something *you* can work to improve?[18] And if so, how?

- **Seek honest input from others.** It's hard to be objective about yourself. But it is possible to ask for the opinions of others who interact with you regularly. How do they see you? Use other people as coaches to help you see which aspects of your emotional intelligence need strengthening.
- **Find an EI mentor.** A mentor on the job is someone who's older and more experienced than you are and can help you navigate your way through tough problems and manage your college or professional career. Mentors help, and an EI mentor—someone with EI skills you admire—can provide you with important advice about handling challenging emotional situations. Develop a personal relationship with someone whose wisdom you admire, be honest about your problems, and follow the guidance you get.

> "Seventy-five percent of careers are derailed for reasons related to emotional competencies."
>
> ***Center for Creative Leadership***

- **Complete an assessment tool.** Other than just feeling up or down, or thinking back on how you handled problems when they came up, is there a way to know more about your own emotional intelligence? The oldest and most widely used instrument to measure emotional intelligence is the Emotional Quotient Inventory, the EQ-i, from which the sample statements for the five scales we have been discussing come. The instrument asks you to respond to various statements by indicating that they are "very seldom true of me" to "very often true of me," and the results provide you with a self-assessment of your emotional intelligence on each of the five major scales and subscales within them.

  As a part of the course for which you're using this text, you may have an opportunity to complete the EQ-i or a similar instrument. Check your college's Counseling Center, too, to see if it offers EI assessment tools for students. You can also locate plenty of informal instruments online. They may not be valid, however, so be cautious about fully trusting their results.
- **Work with a counselor to learn more.** Some areas of emotional intelligence may be too challenging to develop on your own. You may need some in-depth, one-on-one counseling to work on areas that need enrichment. Recognize that doing so isn't a bad thing. Instead, you are taking advantage of the resources available on your campus and working toward the growth that can come during your college years.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"What's going on in the inside shows on the outside."

Earl Nightingale, success consultant

- **Be patient with yourself.** Learning to become more sensitive to someone else's emotions in a close relationship isn't something you can get better at overnight, using cookbook techniques. Building emotional skills is a gradual process that involves becoming aware, acting on your new awareness, and noting the results over time.

  Keep at it: Developing your emotional intelligence should be a long-term goal. It's safe to say that EI is something all of us can strengthen, if we're willing to work at it. Relationships that are important to us require the best of our emotional intelligence skills. In fact, studies show that the way in which we provide emotional support is strongly related to how satisfied we are with our relationships.[19]

Communicating in Groups: Soft Skills Are Hard!

Emotional intelligence isn't just important for individuals; it plays a role in teamwork. "It unlocks productivity and creativity in a way that nothing else does."[20] Teamwork is a challenge, and not all groups reach a high level of effectiveness.

Think of it this way: A group's IQ isn't the sum total of the IQ of each of its members (Terrance = 110 + Katie = 100 + Jillian = 105 + Brent = 120 for a grand total of 435). High group intelligence—or "collaborative intelligence"—brings a higher level of thinking and more creative ideas. In the same way, a group's emotional intelligence is more than just the sum total of the EI of all its members. It's a new level of productivity that can come when sensitive, tactful people trust one another, believe in their task, use their strengths, and realize that they need one another to do their best.[21]

Emotional intelligence is what's called a soft skill. Soft skills aren't based in hard science, facts, or numbers. Instead, they involve values, judgment, and sensitivity. As a matter of fact, soft skills are hard! It's hard to work with a "difficult" teammate and get good results. It's hard to work under an unreasonable boss and perform at your best, or rebuild a working relationship after a colleague has "backstabbed" you during a meeting. Most anyone can learn new "hard skills," but those who rise to the top of their careers are those with the best soft skills. Interestingly, a survey of Microsoft business leaders rated soft skills as more valuable than academic qualifications![22] Ask anyone who has had a long career: "What are the most difficult issues you have faced over your years on the job?" It's unlikely the answer will have anything to do with the actual job itself ("I just couldn't seem to learn Excel. It totally stumped me!" or "I'll tell you, those cavities in the back molars are really hard to reach!"). Instead, you'll probably hear a story about a coworker who made life difficult until one or the other eventually moved on. Soft skills are tested day in and day out, so learning more about them now, while you're in college, is excellent preparation for upcoming challenges. Engaging in groupwork productively is one type of soft skill. Take a look at Exercise 10.2 to see what you can learn about your existing views on groupwork before reading on.

Exercise 10.2 What Are Your Views on Groupwork?

Are you (or will you be) involved in a group project in the class for which you're using this text or another class this term? Consider the following statements and select "yes" if you agree and "no" if you disagree with how groups should operate.

	Yes	No
1. Groups have emotional intelligence, just like individuals do.	_____	_____
2. Teams should discuss how groups work up front, before the project begins.	_____	_____
3. Teams should always work to reach agreement.	_____	_____
4. Teams are generally more productive working face-to-face, as opposed to working online.	_____	_____
5. A team is only as strong as its weakest link.	_____	_____
6. When team members all talk at once, it shows great energy for the project.	_____	_____
7. Group conflict should be avoided whenever possible.	_____	_____
8. The best teams are the ones in which all the members are friends.	_____	_____
9. Teams should only meet when all members can be present.	_____	_____
10. Roles for team members should just come about naturally, not be assigned by an instructor, for example.	_____	_____

Now consider your reactions. Do you have a positive or a negative mindset about groupwork based on previous experiences? If the class for which you're reading this book has a group assignment, how might your initial views affect your work?

Why Groups in College?

In school, the word "group" is used commonly, meaning a collection of people who share a purpose. A random pack of students walking down the hallway of a classroom building on campus wouldn't be defined as a group for our purposes. But students in your history class would qualify as a group because they think of themselves as a group, interact with one another, and all have the same goal—to succeed in your history class. "Teams," on the other hand, are usually found on the playing field or in the workplace. They have assigned roles (pitcher versus shortstop), have fewer members than groups, and share a purpose—to design the most fuel-efficient car of the future, for example. However, in this chapter, we'll use the terms "group" and "team" interchangeably to gain an understanding that will help you engage in group projects productively for all your various classes.[23]

"Contrary to popular belief, there most certainly is an 'I' in 'team.' It is the same 'I' that appears three times in 'responsibility.'"

Amber Harding, sports journalist

You may have entered college thinking you would need to write papers, submit homework, take tests, and give presentations—by yourself. True enough. But actually, in many ways, "college is a team sport." In addition to the individual effort you invest in classes, forming relationships with your teachers and classmates will play a major role in your success. Besides papers, presentations, and exams, which you do by yourself, your teachers will also assign group projects—with classmates. You may wonder why. Here's one explanation.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

When you write a paper, you learn about whatever it is you're writing about, naturally. But you also learn about writing as a practical skill that you can take with you to a job after college. The same thing is true when it comes to group projects. You'll learn about the project's topic. But you'll also learn useful skills about working with people, and if you actually make that part of the project a goal for yourself, you'll leave college with well-developed people skills, which will give you a definite advantage later. There's also evidence that students working in groups retain information better.[24] So, what can you do to ensure a positive group experience for a class or work assignment? Consider the 10 rules presented in Figure 10.2.

But just how important are groups and teams in general? The short answer is: very! If you're under the knife in the OR, you'd better hope that the medical team functions well together. Or if you're on a transatlantic flight, you'd likely have similar hopes for the crew. And for that matter, it helps if they've worked together before. "The National Transportation Safety Board found that 73 percent of the incidents in its database occurred on a crew's first day of flying together, before people had the chance to learn through experience how best to operate as a team—and 44 percent of those took place on a crew's very first flight."[25]

Experience does count, but many of us think that a team of friends works together best; they produce more harmonious results. Actually, in a study of symphony orchestras, groups of cranky musicians actually played slightly better than groups of happy ones. Emotions at the end of the concert were more revealing when it came to how well the musicians played than emotions beforehand.[26] Friendship isn't always the answer to teams working well together.

"Sticks in a bundle are unbreakable."

Kenyan Proverb

Or perhaps you think things work best when groups are democratic, which can't always be true. (It's silly to think about a team of surgeons debating: "Okay, let's vote. How many of us think the appendix is above the belly button, and how many of us think it's below?") Sometimes, in some types of groups, someone has to be in charge. A leader may emerge naturally, one may be appointed, or one may be the obvious choice (like the surgeon on a surgical team), depending on the situation. Or how about this: maybe you've heard that bigger is better when it comes to teams. Actually, that's not quite true, either. Many experts agree that five or seven (no ties when members vote) or six is the magic number for class-based groups, and groups of ten work well in organizations; beyond that, groups may lose interest, find it impossible to coordinate schedules for meetings, and form cliques without even realizing it.

Or finally, consider this commonly held belief. Some students think that online groups are impersonal and boring. There's no doubt that the lack of warm bodies can lower commitment from some members, and that it may take more work to build relationships online. But virtual groups have some advantages, like lessening the problem of conflicting schedules or using the convenience of e-tools like storing the work in Dropbox, building a shared Google Doc, or using a Google Hangout to talk together when members are scattered all across town or even around the globe. Jump in and take part even if virtual discussions feel awkward. What are your overall views on teamwork? Do you have a positive or a negative mindset about groupwork based on previous experiences? If the class for which you're reading this book has a group assignment, how might your initial views affect your work?

Figure 10.2

Quick Study: The Top 10 Rules of Responsible Group Membership

THE TOP 10 RULES OF RESPONSIBLE GROUP MEMBERSHIP
1. MAKE SURE THE TASK IS CLEAR TO EVERYONE.
A lack of clarity about the group's task can cause big delays. How much authority do we have? What's our schedule? What's our budget? Or for a class project, what's our assignment, exactly?
2. TALK ABOUT GROUND RULES UP FRONT.
Ever heard of a pre-nup? It's the "rules" a couple agrees to before marriage. Groups need to talk about rules in their early meetings, too. For example, one rule might be, "We'll each do our part on time with our best effort." Or "We'll all treat each other with respect and civility." According to a study launched by Google, equality and sensitivity help groups soar.[A]
FOLLOW THE RULES!
3. REMEMBER THAT TEAMWORK IS AN INDIVIDUAL SKILL.
Sometimes in groups, individual members think, "Oh, well, someone else will do my part. No biggie!" Those people are called "slackers," and they can really put a damper on the group overall.[B] That's one reason why ground rules should be discussed up front.
4. APPOINT A YODA.
Every group needs a Star Wars wise Jedi master. It's Yoda's job to notice who hasn't had a chance to speak yet, who is tromping on someone else's idea, or what needs to be said that hasn't yet been said.[C]
5. COORDINATE THE WORK.
Does the task require that everyone take "a piece of the pie" and work independently for a while? Or does it require that those working on TASK 1 finish before those working on TASKS 2 and 3 can start? Either way, cooperation and collaboration are key.
6. LET ROLES EMERGE.
Usually, different kinds of communicators emerge in groups. Some members are more task-oriented, and some are more people-oriented. Both are needed. Too many task-oriented members can make everyone feel like they're running breathlessly at full speed, and too many people-oriented types can feel like group counseling. Destructive roles, of course, should be checked at the door, and it should be somebody's role (maybe yours) to suggest that.
HELLO I'M A... SUPERHERO
7. CULTIVATE CARING CRITICISM.
Teams can't get anything done if everyone is always "*walking on eggshells*." It's important to be sensitive to people's feelings, but it's also important to be honest. Caring criticism is a balanced approach that breeds openness, not defensiveness.[D]
8. REMEMBER THAT ONGOING GROUPS GO THROUGH STAGES.
Groups start with a *forming* stage, when everyone is getting acquainted. Next comes a *norming* stage as they figure out how to function, according to spoken or unspoken rules. Then they often go through a *storming* stage, where conflict erupts. Finally, they reach a *performing* stage, where they hit optimum productivity.[E] These stages can happen differently in different groups, but going through the four stages is common.
9. CREATE WAYS TO GET UNSTUCK.
Sometimes groups get stuck. They stop making progress because everyone is busy and distractions intervene. Passivity kills groups, so shake things up by asking a tough question, or proposing a wild idea to shake things loose. Challenge the status quo to get things moving again.
10. USE YOUR SIGNATURE STRENGTHS AND HELP OTHERS FIND THEIRS.
You may think that group work is hard or that you're not particularly good at it. But everyone has a contribution to make. You may know something interesting about the topic, or you may be especially good at injecting positivity or humor. Or your strength may be helping other people find theirs.

IconBunny/Shutterstock.com; Nobelus/Shutterstock.com; Roland Topor/Shutterstock.com; iOnceept/Shutterstock.com; gst/Shutterstock.com; Chris Dorney/Shutterstock.com; Aha-Soft/Shutterstock.com; Olga Shishova/Shutterstock.com; deviyanthi79/Shutterstock.com; kaer_stock/Shutterstock.com

Sources: (A) Duhigg, C. (2016, February 25). What Google learned from its quest to build the perfect team. *The New York Times*. Retrieved from https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0; (B) Perron, B. E. (2011). Reducing social loafing in group-based projects. *College Teaching*. Retrieved from http://www.tandfonline.com/doi/full/10.1080/87567555.2011.568021#.UmqlgWSglF8; (C) Ferrazzi, K. (2012, January–February). Candor, criticism, teamwork. *Harvard Business Review*. Retrieved from https://hbr.org/2012/01/candor-criticism-teamwork; (D) Ferrazzi, Candor, criticism, teamwork. (E) Tuckman, B. (1965). Developmental sequence in small groups. *Psychological Bulletin 63*(6): 384–99.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Why Groups at All?

"Remember upon the conduct of each depends the fate of all."

Alexander the Great

Although groups can certainly have their challenges, everyone knows that they can be more effective than a single person. People commonly say things like "the more, the merrier," "two heads are better than one," or "many hands make light work." But besides these remarks we've all heard, think about other specific advantages:

- **Groups have a bigger "knowledge pool" to draw from.** Often, the combined knowledge of the whole group amounts to more than any one member knows. If a class group is tasked with creating the ideal fuel-efficient car of the future, unless there happens to be an automotive engineer around, it's likely a group can do better with the assignment than any one member can. When the situation calls for it, a team can be a better option than an MVP.
- **Groups give individuals a chance to learn from one another.** Chances are that someone in the group knows more about some aspect of the project than you do, and vice versa. Use the opportunity to teach and learn from one another.
- **Groups allow everyone to participate.** If you're an introvert, you may find it easier to talk in a small group than you do in the larger class. If the entire class is split into groups, everyone plays a role during discussions, not just the more outgoing people.
- **Groups can have more influence.** If you're the CEO of a company, the previous statement may not be true. But if you're a first-year student asked to get a student group together to give the faculty input on how to become better teachers, and you invite members representing six different majors on campus—art, general studies, communication, nursing, business, and criminal justice—there's better representation, and the results may be taken more seriously than if you came up with a set of recommendations yourself.
- **Temporary teams or pairs—collaborative learning—can be powerful.** Some instructors will engage you through what's called collaborative learning. Instead of just listening to a lecture as a whole class, you'll be asked to work with one or more partners to solve a problem or find an answer. Actively communicating in small groups can make a big difference in how much you learn.
- **Groups generate more and better ideas through diversity.** Groups are more likely to have representatives with different views. Variety guarantees that good ideas can surface from many diverse points of view.

"Talent wins games, but teamwork and intelligence win championships."

Michael Jordan, American NBA Basketball Player, widely considered to be the greatest player in the history of the game

Communicating in Important Relationships

Think of all the kinds of communicating you do—and with whom. And think of all the ways you communicate—by texting, talking face-to-face, or posting a photo of yourself with a few descriptive words online. Not only do you work in groups with classmates, as we've just discussed, but you also have friends you care about. You may think the primary thing friends help you do is fill up your spare time.

But new research shows that friends can actually help you fight illness and depression, handle stress, boost your brain power, and even prolong your life. In one study, students were taken to the bottom of a steep hill while wearing a heavy backpack. They were asked to estimate the steepness of the hill. Participants standing next to friends, rather than by themselves, thought the hill looked much less steep, and friends who had known each other longer gave increasingly less steep estimates. Researchers summarized that "People with stronger friendship networks feel like there is someone they can turn to. Friendship is an undervalued resource. The consistent message of these studies is that friends make your life better." If that's true, then how you communicate with them is more important than you may even realize.[27]

> "We are stronger when we listen, and smarter when we share."
>
> ***Rania Al-Abdullah, Queen of Jordan***

But how do we make friends? Often the formula for relationship building is considered to be time + affection + togetherness = relationship. But what happens to relationships when time and togetherness are increased or decreased?[28] During the pandemic shutdown, many of our interactions with friends were virtual. So far, research tells us that online communication is better than no communication, but feelings of isolation and loneliness were still very real for many people. Those who appreciated opportunities to communicate virtually suffered least when we could not be face-to-face.[29]

Or consider family members. These people make up the core of who you really are. Your kid brother may be totally annoying at times, and a parent may seem to smother you, but generally, these people care about you most. Often we "let it all hang out" with family members, perhaps because we know they'll

Career Outlook: Make It Personal

Have you ever been accused of taking things personally? Your Mom looks askance at your new, multitone hair color or your ever-so-stylish "runway" outfit, or your roommate makes a confusing, offhanded comment about something that's dear to your heart. "How dare she?" you think to yourself! When you tell the story to your best friend, she provides a reality check, "Oh, lighten up. You don't have to take it personally."

People count. We care about what they think of us. But what about the often overlooked reverse point of view? They care, too. People prop us up, validate us (or not), and meet our personal needs—and we do the same for them. Even though we know it, we don't always show it. It explains why some very intelligent, highly capable people fail and why misunderstandings are common. It's not so much that people always take things personally; it's that they sometimes forget to make things personal.

Consider this scenario: You're on a team with a colleague who's a bear to work with. This person may be the hardest worker in the company, have the best ideas, and sport a sales record that no one else can touch, but ultimately is a failure in your organization and moves to another one . . . again. Your former colleague moves from job to job and just can't figure out why success never seems to follow. But for this person, the job is all about the work. The people seem invisible and your colleague never realizes that people are how the work gets done. According to one career expert, "There's a simple reason for it: we rarely take the time to pause, breathe, and think about what's working and what's not. There's just too much to do and no time to reflect." Making things personal is about listening carefully to the layers of communication and remembering that people count. Actually, it's less about time and more about mindset. Appreciate your differences, explore your commonalities, and above all, remember that work, like the rest of life, is about building productive relationships.[30]

Here's a recommendation: At the end of every workday, take five minutes to reflect not only about the work but also about your coworkers. Ask yourself these three questions:

1. What went well today and what didn't?
2. What lessons from today will help me do a better job tomorrow?
3. Who contributed to my success? Is there someone I should update or thank? If so, do it.[31]

Doing so will not only help you do your best, but it will also do the same for others. Remembering to "make it personal" will affect your career more positively than you can possibly imagine now.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

overlook our flaws. When we're tired or stressed, this is often where we "veg" or vent. But because of the central, long-lasting role they play in our lives, they deserve more quality communication than we sometimes give them. During the pandemic shutdown, when family members worked from home and children attended school virtually, some families benefited while others suffered. As they say, "Absence makes the heart grow fonder" or "Familiarity builds contempt." What are the results of too much togetherness (when everyone is at home day in and day out) or not enough (when the shutdown kept us apart)?

Classmates and instructors, too, deserve your best communication, even when you disagree with the perspective they're advocating or the class is meeting on Zoom, which may not be your preference. You may see your instructors as intimidating or helpful, but you'll need to make the first move to get to know them, rather than the other way around. Take the initiative to meet them during their in-person or online office hours and bring up points from class that you'd like to know more about. It's unlikely a professor will single you out ("John, you looked puzzled when I got to the part of the chapter on pages 160–170. Did you understand what I was talking about?"). You have many classmates, and your instructor may not be able to pay attention to each individual student. It'll be your job to request the clarification you need from your professor. Do some of your best communicating with instructors and classmates, and remember that face-to-face communication often works best but virtual communication can still help you get the class resources you need.

Managing Conflict: Life Is Not a Sitcom

Bad relationships can hurt your job performance, your finances, your physical and mental health—even your life span.[32] Conflict with instructors and classmates, or with anyone you're close to—family or friends, for example—can bring on major stress that affects your academic performance, not to mention your overall happiness.[33]

"Gettin' good players is easy. Gettin' 'em to play together is the hard part."

Casey Stengel, major league baseball player and manager (1890–1975)

Unfortunately, movies and television often communicate—subtly or not so subtly—that conflict can be resolved by the end of the show. Just lighten up or settle down and you can resolve almost any problem. And if you can't, just swallow, take a deep breath, and move on. But life isn't like that, nor should it be. Managing the conflict in your life takes time, energy, and persistence. It requires understanding your natural tendencies, considering why you communicate as you do, and making good choices as a communicator.

If you've ever monitored yourself during a particularly heated conflict, you may remember doing something like this: yelling in anger at someone at the top of your lungs, being interrupted by a phone call and suddenly communicating calmly and quietly to the caller, and then returning to the original shouting match after you hang up.

Why? We make *choices* as communicators. Sometimes our choices are productive ones, and sometimes they aren't. It's important to remember that we *do* choose what we say and how we behave. Our choices affect both the *process*—how things go during

the conflict—and the *product*—how it turns out in the end. Negative choices produce destructive conflict that includes personal attacks, name calling, an unwillingness to listen, or underhanded strategies. Positive choices are much more likely to bring productive conflict that helps us learn more about ourselves, our partners, and our relationships. To find out more about your own tendencies in conflict situations, take a moment to assess your style, informally, in Exercise 10.3.

Exercise 10.3 What's Your Conflict Style?

For each of the following statements, please rate your response on a scale of 1 to 5, with 1 representing "strongly agree" and 5 representing "strongly disagree."

Strongly Agree		Not Sure		Strongly Disagree
1	2	3	4	5

1. _____ I usually end up compromising in conflict situations. (CO)
2. _____ Someone always loses in a conflict. (CP)
3. _____ I usually let other people "win" in conflicts because I often feel less strongly about the outcome than they do. (AC)
4. _____ When I really care about a relationship, I devote unusual amounts of time and energy into coming up with creative solutions so that each of us can get what we want. (CL)
5. _____ "Don't rock the boat" is a good philosophy. (AV)
6. _____ "Winning" in conflict situations gives me a real "high." (CP)
7. _____ Sacrificing what I want so that someone else can achieve a goal is often worth it. (AC)
8. _____ It's possible for both parties to "win" in conflict situations. (CL)
9. _____ Sometimes you have to settle for "part of the pie." (CO)
10. _____ I try to avoid conflict at all costs. It's not worth it. (AV)

People often come at conflicts using differing styles. Not only do you disagree on the topic at hand—whatever it is—but you approach conflict itself differently. This quick quiz is based on a well-known, five-part model of conflict styles (see Figure 10.3). In our version of the model, the horizontal axis is labeled "Concern for Other" (or cooperativeness) and the vertical axis is labeled "Concern for Self" (or assertiveness).[34]

Where are your highest scores? Notice the letters at the end of the ten statements.

If you like to win and care most about your own goals, you compete (CP).

If you care more about the other person's goals, and give in, you accommodate (AC).

If you don't care about your goals or your partner's, you avoid (AV).

If you care somewhat about both and are willing to settle for "part of the pie," you compromise (CO). Strictly speaking, when you compromise, neither of you gets exactly what you want.

If you care about your own goals and your partner's, and you're willing to devote the time and energy required to reach a win–win solution, you collaborate (CL).

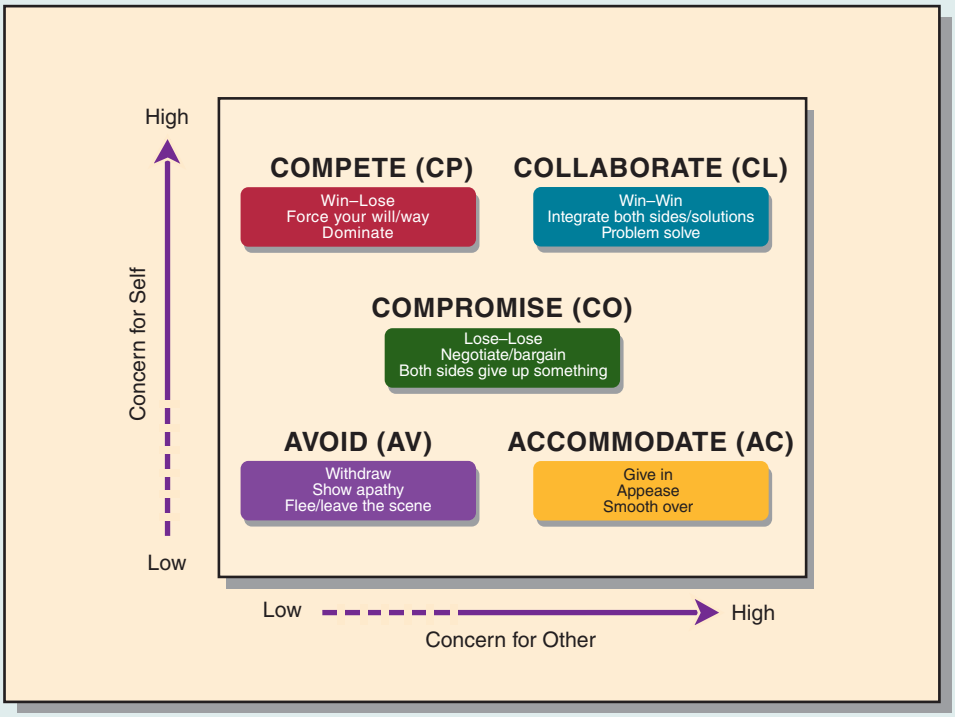
(continued on next page)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 10.3 Continued

Figure 10.3

Conflict Management Styles



What's your style? Do you have a conflict style you're most comfortable with? Do you fall into the habit of using one style, even if it's not productive in particular situations? During the pandemic, a sharp increase in togetherness appeared to provoke conflict in some couples and families. Researchers are now beginning to study the effects of coping with a situation never before encountered on communication in relationships.[35] Flexibility is the key to managing conflicts productively, and if the relationship really counts, collaboration is the ideal.

Diversity Makes a Difference

diversity the state of having individuals with different cultures, backgrounds, and viewpoints within one community

Diversity makes the group process potentially rich in terms of *process*—how members communicate—and *product*—the decision they eventually reach or project they create. The ten statements following in Exercise 10.4 are intentionally provocative to stimulate your thinking. They relate to diversity broadly: the differences between human beings based on gender, race, ethnicity, age, culture, physical features and abilities, mental capability, socioeconomic status, religion, politics, sexuality, gender identity, and points of view. Diversity is a fact of life. But consider this: You may think people of your age, religion, race, ethnicity, or gender with characteristics like yours are somehow more "normal" or "better" without even realizing it. But others unlike you may think the same thing about their particular "group" and see you very differently. If you're from a well-to-do family, for example, you may see yourself as "fortunate," but others may see you as "privileged." Perceptions are important in discussions about diversity. They influence our interactions

Exercise 10.4 Your Views on Diversity

What are your views on diversity? Look at the following ten statements, and select the extent to which you agree or disagree.

Strongly Agree		Not Sure		Strongly Disagree
1	2	3	4	5

1. Race is still a factor in hiring decisions today. _____
2. Valuing diversity means believing that all cultures have equally valid viewpoints. _____
3. Workforce diversity improves the quality of work. _____
4. The number of male and female corporate CEOs is nearing the halfway mark in the United States. _____
5. In some situations, sexual orientation is a justifiable basis for discrimination. _____
6. All cultures tend to see the rest of the world through their own cultural lens. _____
7. Feminism is a set of beliefs held by females. _____
8. A global perspective ensures objectivity. _____
9. Religious persecution is a thing of the past. _____
10. There is less racism in the United States today than there was ten years ago. _____

As you read the "Diversity Makes a Difference" section of the chapter, search for points relating to these topics. Also, your instructor may wish to use these ten items to begin a discussion online or in class.

with others, and sometimes perceptions can lead to bias. Take a closer look in Table 10.1.

Each of us is a unique human being. Some of us are taller, some are shorter, some are older, some are younger. Some aspects of our uniqueness are visible. It's not hard to tell the difference between someone who's five feet tall and someone who's seven feet tall or someone who's twenty years old versus someone who's eighty. But other aspects of our uniqueness aren't as obvious. Would people necessarily know your religion, your sexual orientation, or even your race just by looking at you? If you had a stack of photos—a headshot of every student who attends your school—could you sort them by race into the same stacks they'd sort themselves into?

Race is often the first thing people think of when they hear the word *diversity*. But some experts say race is a relatively modern idea. Centuries ago, people tended to classify other people by status, religion, or language, for example, not by race. Actually, most of us are a blend of ethnicities, and how we perceive ourselves may be different from the way others see us. People may assume that a Pacific Islander with light brown skin, dark hair, and dark eyes, for example, is Hispanic. And a classmate you may assume is white may think of himself as black. Or consider this: If you have a Chinese mother and a white father, you may not know which "race box" to check on standard forms. Should

"I take as my guide the hope of a saint: In crucial things, unity; in important things, diversity; in all things, generosity."

George H. W. Bush, forty-first president of the United States

From top left: Deboraht Suarez/Shutterstock.com; New Africa/Shutterstock.com; Darren Baker/Shutterstock.com; Dean Drobot/Shutterstock.com; Bgstock72/Shutterstock.com; Alexander Image/Shutterstock.com; Maria Evseyeva/Shutterstock.com; AnandaBgd/E+/Getty Images; TheVisualsYouNeed/Alamy Stock Photo; Hugo Felix/Shutterstock.com; VGstockstudio/Shutterstock.com; Luna Vandoorne/Shutterstock.com

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Table 10.1 • Possible Perceptions of Types of Diversity

TYPES OF DIVERSITY	POSSIBLE PERCEPTIONS	THINGS TO CONSIDER
Age Diversity	"Those youngsters with all the tattoos and piercings! What do they know?"	Trends change, and outward expressions vary from one generation to the next.
	"Older drivers! They're so slow!"	Reaction times slow down, and vision can worsen.
Gender Diversity	"I'm all for women's rights, but a female college president? I'm not sure we're ready for that!"	Actually, 36 percent of community college presidents are women.[36]
	"Why would a guy want to be a nurse? That's a woman's job."	Nursing is a top career field for men or women, now and in the future.
Geographic Diversity	"The South is so backwards."	Southerners are proud of their traditions.
	"Northerners are such snobs."	Regional accents can carry particular stereotypes.
Physical Diversity	"Boy, if I only had a handicapped sticker, I could park anywhere on campus."	Physical challenges warrant access capability.
	"That professional signer in class is really distracting!"	In-class signers help deaf students follow lectures and discussions—like a language translator.
Sexual Orientation Diversity	"Call me homophobic, but all *my* friends are straight."	Homophobia can be a highly negative hidden bias.
	"Transgender? That's just plain weird!"	College is a time to become aware of differences, including things you may never have been exposed to.
Religious Diversity	"Religious people are unthinking."	Religious beliefs are highly personal, and spirituality in some form can bring balance and meaning.
	"I'm glad I was raised believing in the right religion."	Although it can be natural to see your family traditions as "right," realize that others may feel equally strong about theirs.

"You must look into people, as well as at them."

Lord Chesterfield, British statesman (1694–1773)

you choose Mom or Dad?[37] Biologists tell us that there's more variation within a race than there is between races. Race isn't biological, they say, but *racism* is real.[38] Increasingly today, people are of mixed race: "More than 33 million Americans—about 1 in 10—identify as being of two or more races, a number that grew by nearly 25 million people in the past decade, according to the 2020 Census. Multiracial people span all different combinations of races and ethnicities and make up the fastest-growing demographic in the country."[39]

Although you or some of your classmates may have grown up in communities with less racial, ethnic, or cultural diversity than others, you have probably experienced the multicultural nature of our society in many different ways, even in terms of food, music, and clothing, for example. The media have introduced

you to aspects of diversity, and perhaps you've even traveled to other parts of the United States or the world yourself.

"If you want to go fast, go alone. If you want to go far, go together."

African Proverb

But here's the challenge: Have experiencing diversity and learning about it in school truly made a difference in the way you think and act? Do you choose to diversify your awareness, your relationships, and yourself as a person? Do you think that discrimination no longer exists in our diverse society?

Some college students today do believe that racial discrimination is no longer a problem. *Been there; done that*, they've concluded. We may think of ourselves as more "highly evolved" than Americans of past decades, but are we? Are we truly bias-free in this day and age? Many experts note that **systemic racism**—pervasive and embedded predjudice—is an ever more apparent social problem. Our culture is described by some as deeply divided on many social issues.

systemic racism systems, structures, policies, and procedures that put minorities at a disadvantage

Because they see these issues as pertinent and prominent, many colleges and universities have launched Diversity, Equity, and Inclusion efforts or established DEI offices on campus that focus solely on making sure that all voices are heard. Perhaps your college engages you in these campus-wide efforts.

If you conducted a survey on your campus to find out whether **discrimination** exists, you might be surprised at the results. Research continues to show that minority students report experiencing discrimination at higher rates than majority students. Many of us downplay the prejudice all human beings harbor to one extent or another. Our brains are "programmed" to group people that are alike and standardize our views about these groups, resulting in **stereotypes**. Sometimes, we feel safe around others like us and fear those unlike us. Appreciating individuals for what they are, instead of stereotyping, could drastically change the way we think and act. If you open up your thinking to new possibilities, all kinds of new options present themselves. Imagine a band made up of only trombones, a meal with nothing but string beans, a song played on one note, or a world where everyone looks exactly like you. Diversity enriches our lives. Prejudice stunts our thinking.

discrimination bias that results in unfair treatment

stereotypes commonly held unfavorable beliefs about people

A University of Michigan study demonstrated that students who had more positive interactions with diverse peers, and in particular took a college course on diversity, were more likely to be academically self-confident, more personally proactive, and more likely to develop better critical thinking skills.[40] Another study showed that when community college students of all ethnicities work with diverse faculty, they are more likely to stay in school and graduate.[41] Learning to deal effectively with diversity can actually change you as a college student! **Prejudice**, or looking down on people just because they are different, isn't a good vantage point. If a classmate who's unlike you were the son or daughter of a famous musician or actor, would that change your view? Prejudice sneaks up on us and limits our ability to grow as human beings.

prejudice a general, unfavorable opinion held without specific evidence

Appreciate the American Mosaic

It's becoming more and more impossible to draw clear lines between what separates us physically. Actress Jessica Alba has a mother with French and Danish roots and a Mexican-American father; actress Yara Shahidi is Iranian and Black; Keanu Reeves is Hawaiian, Chinese, and White; Mariah Carey is Black, Venezuelan, and White; and Dwayne Johnson is Black Nova Scotian on his father's side and Samoan on his mother's side.[42] The woman in the nearby photo is Naomi Campbell, one of

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

the most successful mixed race (Afro-Chinese and Jamaican) models of all time, the first Black woman to appear on the covers of the French and British *Vogue* and the cover of *Time*, host of the reality TV show *The Face*, and philanthropist. Most of us are a blend, but diversity is about more than physical appearance. Each of us is a unique human being.

Actually, college is a perfect time to learn more about diversity—in the classroom and beyond it. Classrooms are becoming more diversely populated; it's true. Diversity in higher education gives you an opportunity to expand your world view and develop empathy for others who have vastly different experiences.

Aside from meeting students who are different from you in college, taking advantage of diversity can help you become a more sophisticated thinker, one who can see problems from multiple perspectives, and a better prepared employee, ready to hit the ground running in today's highly diverse workplace. Appreciating diversity also helps us become better citizens. Diversity is what our society is based on. In a democratic society such as ours, citizens must be able to recognize and endorse creative solutions to complex problems. A former chief justice of the U.S. Supreme Court, Charles Evans Hughes, once said, "When we lose the right to be different, we lose the privilege to be free."

One mistake many college students make is not taking advantage of what diversity offers them. Because people often tend to feel comfortable with others like them they join groups of people just like themselves, based on religion, sexual orientation, or majors, for example. You can choose to belong to the Young Republicans; the Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ) student group; or the History Honor Society. Joining a group of like students assures you a place where people accept you for who you are, and you feel comfortable. Think about the groups you belong to and what they say about you.

"It is time for parents to teach young people early on that in diversity there is beauty and there is strength."

Maya Angelou, American poet (1928–2014)

Of course, being comfortable and feeling accepted are important. But instead, imagine choosing to join groups composed of very different types of people. Consider what philosopher and educator John Dewey once said, "Conflict . . . shocks us out of sheep-like passivity," or the words of a famous American lawyer, Louis Nizer, who once put it like this: "Where there is no difference, there is only indifference." Valuing diversity relates directly to your empathy skills and your emotional intelligence. What about stretching ourselves to learn fully what diversity has the potential to teach us?[43]

Imagine you were engaged in a service-learning project for a class, working in your local soup kitchen. It's easy to criticize a homeless person and think, "Why doesn't he just get a job?" But when you actually sit down and share a bowl of soup across the table, you might see things differently. You might hear stories of personal illness, family tragedy, unbelievable trauma—a list of bad luck coincidences you'd never even think of. Rather than assigning all homeless people to a group with a negative label, learn more about the individuals that make up that group. You might change your views. Service learning provides valuable opportunities to expand your thinking, as described in Box 10.1.

One professor says this: "I tell my students to keep in mind that everything they see is a snapshot. That guy drinking from a bottle in a paper bag, he's a photograph. How did he get to where he is? From there, we can share some of the rage at the inherent injustice that awaits so many of our poor children as

Box 10.1 Service-Learning: Learning by Serving

One of the best ways to learn about diversity in college is by serving others. Instead of spending all your time in a classroom, imagine a class on aging in which you team up with an elder in your community and work together on a project. You might help a senior write her memoirs, for example, or help an elderly man create a family tree for the next generation. You might be wondering, How would that work? What could we possibly have in common–especially if you're an eighteen-year-old teamed up with an eighty-eight-year-old? You might be surprised.

Campus Compact, a national organization now with approximately 700 member two- and four-year colleges, estimates that college student volunteering was worth nearly $3.5 billion to the communities they served in 2014.[44] Americorps, a partner organization, has roughly 75,000 participants per year who fight the effects of poverty, build affordable housing, mentor kids, sustain national parks, clean up natural environments, and rebuild after disasters.[45]

Beyond the dollars calculated, college students' community service provides invaluable support. For example, after Tropical Storm Irene, students from six different college and university campuses in Vermont worked on long-term recovery committees and community organizations around the state. Students worked directly with flood survivors, documented changes to local rivers, and improved emergency response plans for future such events.[46] Many college students found creative ways to volunteer in response to the coronavirus.[47]

However, here's an important point: community service and service-learning aren't quite the same thing.[48] Service-learning is specifically about the learning. It's a learning experience in which you connect what you're learning in the classroom for credit with what you're learning in the community. You're applying what you're learning, which may change your perspective. "Service, combined with learning, adds value to each and transforms both."[49] While you're engaged in a service-learning experience, you'll also be engaged in critical reflection or focused thinking about what you're doing. Critical reflection is like critical thinking, recalling or looking back at the service experience and writing about what you're learning in a continuous, connected, challenging, and contextualized way.[50] That's not the same thing as donating your time for a good cause, as important as that is, in terms of you and your own personal development and the lives of the people you help.

Search out these opportunities to learn and appreciate diversity by serving other people.

Brand X Pictures/Getty Image

"What do we live for, if not to make life less difficult for each other?"

Mary Ann Evans, known by her pen name George Eliot, leading English author of the Victorian era (1819–1880)

they grow up. As we examine people, the snapshots become a motion picture that links the past, present, and future—what was, what is, what can be."[51]

Choose a stereotype you recognize, one you suspect you believe if you're honest, and decide what you can do to test it. Ask yourself whether it affects your thinking and actions. For example, are you aware of these facts about continuing stereotypes in our culture?

- **Sexism is still an issue in corporate America.** As of 2021, only 8.2 percent of America's Fortune 500 companies were run by a woman.[52] Further, women of color occupy only 1 percent of the CEO positions of the Fortune 1000.[53]
- **Racism is still an issue in hiring decisions.** In one recent study, researchers sent 83,000 fake job applications for entry level positions to 108 (mostly) Fortune 500 companies. Qualifications of the fictitious applicants varied randomly, but candidates were secretly given names

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

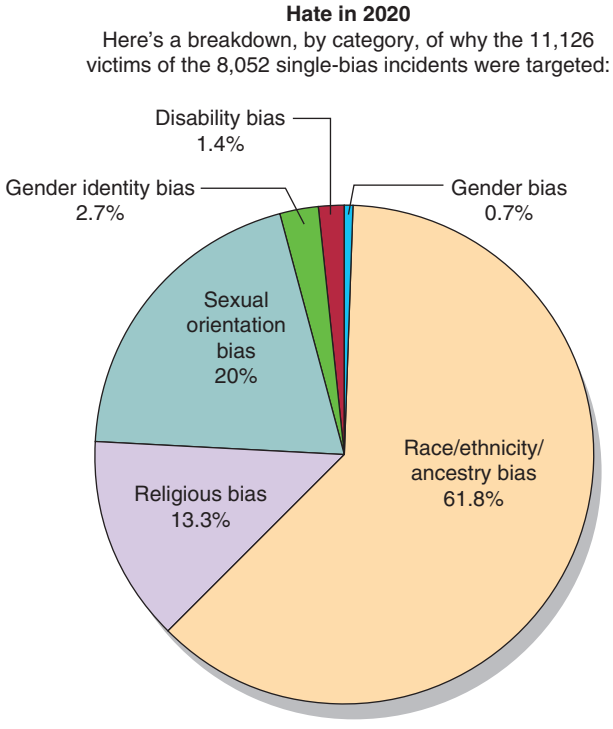
that sounded Black (such as DeShawn or Lakisha) or white (such as Jake or Molly). Candidates with Black-sounding names got fewer callbacks.[54] Similar results have been reported in research going back decades. More than one-third of Black workers still report being treated unfairly in the workplace.[55]

- **Discrimination and stereotypes persist.** Students with disabilities report a "chilly classroom climate" for students with disabilities in higher education.[56] According to one college president, "With all [the change in racial demographics], diversity has become the largest issue behind unrest on campus."[57] The Federal Bureau of Investigation (FBI) indicated that hate crimes reached their highest level in twelve years in 2020 with 7,700 hate crime incidents reported, over 450 more than the previous year.[58] 2021 was also the deadliest year on record for transgenders.[59] Beyond sexual identity, take a look at all the various kinds of bias that are reported today in Figure 10.4. People still harm one another out of hatred for differences they may not understand.

The words of Martin Luther King, Jr. remind us: "The ultimate measure of a person is not where one stands in moments of comfort and convenience, but where one stands in times of challenge and controversy." Diversity makes a difference, and as educator Adela A. Allen once wrote, "We should acknowledge differences, we should greet differences, until difference makes no difference anymore." What can we do about it? Raising awareness is a first step on the road to recognizing the reality and the richness of diversity.

Figure 10.4

Hate Crime Offenses


Hate in 2020
Here's a breakdown, by category, of why the 11,126 victims of the 8,052 single-bias incidents were targeted:
Disability bias 1.4%
Gender identity bias 2.7%
Gender bias 0.7%
Sexual orientation bias 20%
Race/ethnicity/ ancestry bias 61.8%
Religious bias 13.3%

Source: FBI.gov

America

iStock.com/diane39; iStock.com/Antagain

China

iStock.com/jclegg; iStock.com/Antagain

Northern Thailand

iStock.com/frytka; iStock.com/Antagain

What's Your CQ?

Imagine a picture of a grasshopper. Below the grasshopper are these three sentences that describe three different cultural views of grasshoppers: USA—Pest, China—Pet, Northern Thailand—Appetizer.[60] One insect, three cultural perspectives. Americans tend to shoo away pesky grasshoppers. But if you travel to China, be careful of stepping on one that may be someone else's beloved pet. And if you travel to Northern Thailand, you may see fried grasshoppers on the appetizer plate. Different cultures see things differently.

Just as individuals have emotional intelligence, they also have **cultural intelligence**. Some of us are more naturally sensitive to cultural differences, and we know how to handle ourselves. But all of us can grow our cultural intelligence with training and preparation. EQ relates to self-awareness and relationship skills; CQ relates to awareness and responses to other cultures (and subcultures of our own culture). EQ and CQ are linked. Exercise 10.5 will help you begin to assess your own cultural sensitivity.

cultural Intelligence skills required to operate with awareness and sensitivity in culturally diverse situations

Here's a definition: cultural intelligence is an outsider's seemingly natural ability to interpret someone's unfamiliar and ambiguous gestures the way other people of that culture would.[61] CQ has three components that involve your head, your body, and your heart. All three work together to help you interact in a foreign culture—or a subculture that's new to you within your own larger culture. Think, for example, about taking a job in a new culture, either by transferring overseas or by entering an organization with different rules: "Casual Fridays," "Bring Your Dog to Work Day," "Follow Strict Communication Rules and Always Go Through Your Boss," or "Choose Your Own Project to Work on One Day a Week" (if you work for Google). These rules might be different for you, and you'd need good CQ skills to adapt. Or think about entering a subculture you're unfamiliar with: like being straight and having a gay best friend, or marrying someone of another ethnicity. CQ can be broken down into three parts, all of which work together:

1. **Cognitive quotient (head):** Do you understand the differences between another culture and your own? Before entering a new culture, do you think before you act? Do you learn about the culture in advance of interacting with its members so that you don't make embarrassing mistakes?
2. **Physical quotient (body):** Do you watch for behaviors that are different in other cultures? Do you mimic the gestures and customs of the people? Do you shake hands correctly? Do you notice whether the culture is "high touch" or "low touch"? Do you adopt their habits so that you earn their trust?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 10.5 Diagnosing Your Cultural Intelligence

These statements reflect different aspects of cultural intelligence. For each set, add up your scores and divide by four to arrive at an average. As you answer, think about your answers in each category as they compare to the other two categories.

Select how much you agree with each statement, using this scale:

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

____ Before I interact with people from a culture that's new to me, I think about what I'm going to communicate.

____ If I come up against something unexpected in a new culture, I use the experience to think about how I should respond in other cultures in the future.

____ I plan how I'm going to relate to people from a different culture before I even meet them.

____ When I'm communicating in a new culture, I have a clear sense of whether things are going well or not.

____ Total divided by 4 = ____ COGNITIVE CQ

____ It's easy for me to change my body language (eye contact or posture, for example) to match that used by people from a different culture.

____ I can change my expression when I need to interact with people from another culture.

____ I can modify my speech (for example, accent or tone) when interacting with people from another culture.

____ I can easily change the way I act when a cross-cultural situation seems to require it.

____ Total divided by 4 = ____ PHYSICAL CQ

____ I have confidence that I can deal well with people from another culture.

____ I am certain that I can make friends with people from a culture that's different from mine.

____ I can adapt to the lifestyle of another culture when I need to fairly easily.

____ I am confident that I can deal with a cultural situation, even if it's unfamiliar.

____ Total divided by 4 = ____ EMOTIONAL/MOTIVATIONAL CQ

Generally, an average lower than three identifies an opportunity for improvement, and an average greater than 4.5 identifies a true CQ strength.

(2004, October). Cultural intelligence. *Harvard Business Review*, p. 143. Reprinted by permission of *Harvard Business Review*. From "Cultural Intelligence" by Earley and Mosakowski, October 2004. Copyright © 2004 by the Harvard Business School Publishing Corporation; all rights reserved.

3. **Emotional/motivational quotient (heart):** Do you empathize with people from this culture? Can you imagine what it's like to be a member of this culture? Do you want to connect despite your differences? This aspect of CQ is thought to be most like EQ.

To have good CQ skills, you must be more than a "mimic," simply repeating what you see and hear in another culture. Even though you aren't a member yourself, you must—through your head, your body, and your heart—show others that you understand their world as best you can. Not only are CQ skills important within the American culture, they're also important in today's global society. How culturally

"We have not inherited the world from our fore-fathers—we have borrowed it from our children."

Kashmiri proverb

intelligent are you? CQ is a natural extension of EQ, and the suggestions for how to improve your EQ apply to strengthening your CQ. If your cognitive quotient is low, read up about other cultures. If your physical quotient is low, watch for differences in gestures or movements and find out what they mean. If your emotional/motivational quotient is low, ask others for input, for example, or find a CQ mentor.

One reason people need strong cultural intelligence is because of globalization. The 1972 United Nations international conference on the human environment in Stockholm was the origin of the phrase "Think Globally, Act Locally." Perhaps you've heard it. Simply put, it originally meant "Do what you can to 'save the planet.'"

Today the phrase takes on added meaning. True, recycling is becoming the norm, and **sustainability** is the watchword of modern corporations. But beyond environmental concerns, the world is characterized by networks of connections across continents and distances. As citizens of the world, we are all connected, if not geographically, then economically, militarily, socially, financially, technologically, and certainly in terms of health with events such as the pandemic. The Google Translate feature is now available in 108 languages, and 417 million internet users reside in North America.[62,63] A famous song title once made the claim: "We Are the World."

sustainability the practice of meeting our needs now without compromising the ability of future generations to meet theirs (Brundtland Commission of the United Nations, March 20, 1987)

The education you get now must prepare you to solve the problems of the future. It will require you to look beyond the walls of your classrooms and refine your skills in terms of how relationships work, how diversity impacts our lives, and how to be culturally intelligent. It will require you to think and act both globally *and* locally. The course for which you're using this text is a good place to start.

Insight: *Now* What Do You Think?

At the beginning of this chapter, Serena Jackson faced a challenge as a new college student. Now after reading this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Serena's case study. What are some of the possible outcomes for Serena?

Action: Your Plans for Change

1. What have your group experiences been like in the past? Do the recommendations about groupwork in this chapter make sense to you? Which one(s) will you try?
2. This chapter asserts that diversity makes a difference. Do you believe that statement? In what ways can appreciating diversity change how you interact with others? How can these communication skills pay off in the future? What will you do to refine them further?
3. Is cultural intelligence something you've ever thought about before? What role might it play in your future personal or professional life?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. What is emotional intelligence, and how does it relate to college success?
2. What are the benefits of working in groups?
3. Describe three benefits of valuing diversity.
4. In your own words, define CQ.
5. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete this chapter (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you'll read?

Choosing a College Major and Career | 11

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to choosing a college major and career what do you find most challenging, if anything? Put check marks by the phrases that apply to you or write in your answer.
   - ☐ Knowing how different disciplines connect
   - ☐ Choosing a major
   - ☐ Choosing a career
   - ☐ Understanding my strengths
   - ☐ Figuring out what I want to do with my life
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll be open to learning how to make this decision.
   - ☐ I'll see whether this chapter helps me.
   - ☐ I'll start exploring my options now.
   - ☐ Eventually, I'll just figure it out.
3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ Why "college in a box" isn't an accurate view of coursework
   - ☐ How the disciplines connect in the Circle of Learning
   - ☐ How to choose a major and career
   - ☐ How to discover your bliss, conduct research, and take a good look at yourself
   - ☐ What a SWOT analysis is

YOUR READINESS FACTOR

1. How motivated are you to learn more about choosing a college major and career? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

VGstockstudio/Shutterstock.com

Focus
Challenge Case

Ethan Cole

One thing was certain: Ethan Cole was unsure. Unsure of his abilities, unsure of which major to choose, unsure of what he wanted to do with his life, unsure of himself. Unsure of almost everything.

Ethan came from a good family, and he actually got along pretty well with his parents. They both had decent jobs, worked long hours, and overall they had been good to him. Compared with many of his friends, he came from a "happy home." But frankly, his parents weren't all that interested in the details of his life. When he announced one day as a high school senior that he wanted to go to the community college in town, they said, "What for?" When he said he didn't know, they replied, "Well, you'll figure it out." And that was that. He enrolled the next day.

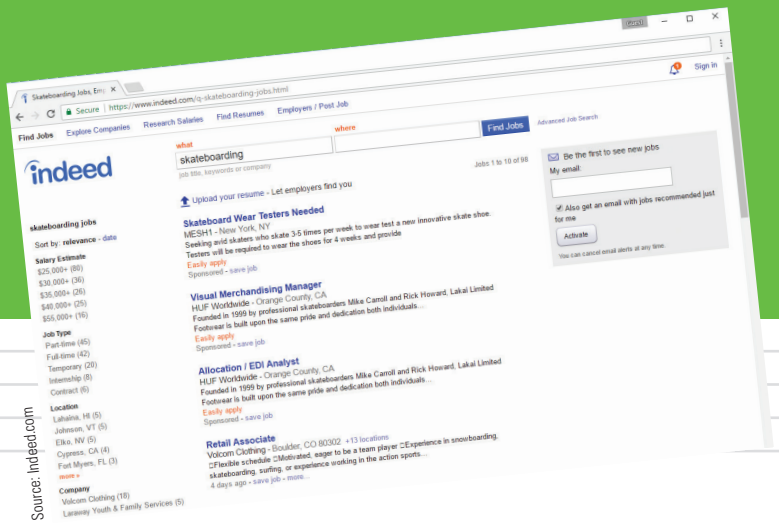
The only thing Ethan was sure of was that skateboarding was his life right now. It's all he wanted to do and all he ever thought about. He'd look at a curve on a window frame or an arc in a picture and imagine what skating on it would feel like. All his friends were skateboarders, too, and he read skateboarder magazines and dreamed of the day he might even go pro. He realized not many people make a living at it, but a few really talented athletes did, and maybe—just maybe—he'd be one of them. Recently, he'd found out about one of the largest concrete skateparks on the globe, SMP Skatepark in Shanghai—182,000 square feet! He'd made a promise to himself to skate there someday. *Life couldn't get much better than that,* he thought.

But school . . . that was a different story. Schoolwork had never captured his attention. In primary school, his physician had diagnosed him with Attention Deficit Disorder (ADD). *No wonder I don't like school,* he remembered thinking then. But finally knowing why he couldn't focus didn't change his attitude. He still hated sitting in a classroom.

Despite these challenges, his parents had always told him he was smart. "You can do anything you want to do," they'd said. "Look at you: you're a good-looking kid with plenty of talents. The world is your oyster!" *What a funny phrase,* he'd always thought when they said that. By the time he finally learned what it meant, he totally believed it. His life would become whatever he chose to make of it.

The problem was there were too many choices. How could anyone decide what he wanted to be when he was only nineteen? Ethan remembered liking geometry; he was good at creative writing; he played the drums like a real jazz musician; and he was an incredible artist. *But what do you do with* that

Sino Images/Getty Images



Source: Indeed.com

combination of skills? he'd asked himself more than once. What possible college major and career would really fit him? He'd spent plenty of time on career websites to try and figure it out.

He'd managed to pull decent grades his first term—a B average—at the community college close to home. He'd taken Geography, Interpersonal Communication, Drawing 101, and Study Skills, and while he'd done well, none of the course material really sparked a genuine interest. His instructors didn't take much of an interest in him either. His Study Skills instructor was friendly and tried to get him interested in class, and he knew the material could really help him. But frankly, Ethan just wasn't motivated when it came to school.

Instead, Ethan skateboarded every minute he could. He preferred skateboarding to studying any day of the week, and when it came to actually choosing a major—much less his classes for the next term—he was clueless. The one thing that did interest him was a certificate in entrepreneurship. It was all about starting a business of your own. Now that sounded intriguing. Ethan didn't quite fit any molds, and doing his own thing might just be "his thing!"

BORTEL Pavel–Pavelmidi/Shutterstock.com

But the more he thought about it, dropping out sounded like a good idea, too. He could get a job delivering pizzas, think about his life, and try to figure it all out. He'd have nobody to tell him what to do, nobody to hold him accountable, nobody to pressure him, nobody to force him into making decisions—and plenty of free time to skateboard.

Reaction: What Do *You* Think?

1. Why is Ethan experiencing problems? Are these problems serious? Should they hold him back? List all the problems you can identify.
2. Which majors and careers might Ethan be well suited for? If you were an academic advisor, what advice would you give him?
3. Who would you send Ethan to on your campus for help? What are his options? What do you think he should do at this point?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

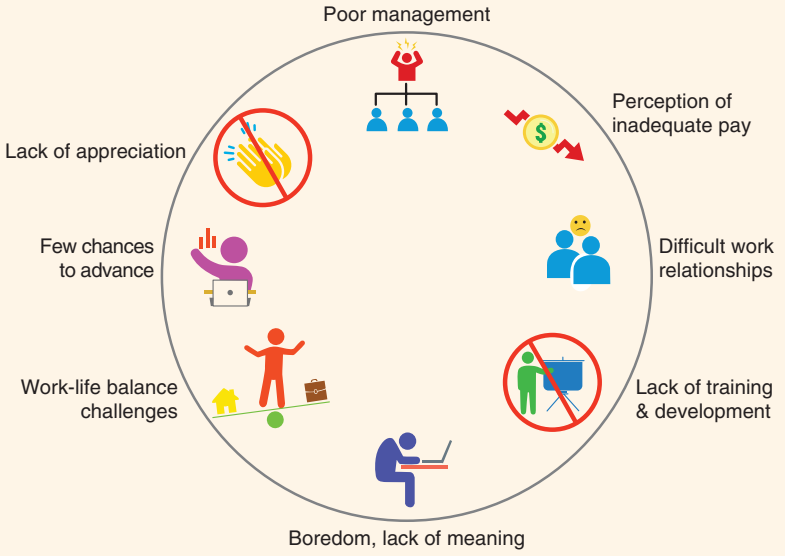
Start with *Why?*

2.5 Minute Read

The advice on most career websites is this: Follow your bliss. At its worst, the implication is that if you don't, you may never happy. In truth, many people are in the midst of changing jobs or careers during what has been labeled "The Great Resignation.""Coming out of the pandemic, very few Americans are happy with their current position or job."[1] Sometimes dissatisfaction has to do with where employees work: in an office or from home. Or some employees may simply be in the wrong job, one that is ill-suited to their talents. As a matter of fact, there are many reasons employees can be dissatisfied, and some of them are downright justified.[2] See the contributing reasons that top the list in Figure 11.1.

Figure 11.1

What Contributes to Job Dissatisfaction?



Job dissatisfaction is one of the last things anyone would wish for. But underneath it all, the truth is this: Finding the so-called "bliss" that conventional wisdom tells you to follow appears to be a challenge for many of us. Finding it is sometimes hard or even impossible, but if you start now and know more about the process, you can be smart about your choices. That's the underlying message of this chapter.

Bliss isn't necessarily something you realize during a sudden "aha moment" when you're a new college student. Bliss evolves as you collect life experiences. You may have an inkling about your passions now, or you may not. You may need to cultivate them, or you may discover them later. Here's an example: The world-famous chef Julia Child always enjoyed eating. But when she had her first taste of an exquisite French dish—a delicate white fish cooked in lemon butter—she said many years later, "The whole experience was an opening up of the soul and spirit for me. I was hooked, and for life, as it turned out." Over time, the more she cooked, the more she loved to cook. What was it about cooking she loved? Was it the creativity, was it filling her senses with smells and tastes, was it serving or teaching others?[3] Did she just luck into the discovery, or did the experience spark such a powerful response in her that she recognized a passion she could cultivate over the course of her lifetime? Most people don't necessarily think about these questions, but they're worth considering.

But let's be honest, the unfortunate truth is that just because you're passionate about something doesn't mean you have what it takes to become an expert. We all need to face issues like these squarely. Or you may be interested in a career that has been hit hard with disruption, like the food service or travel industries, or industries that automation and artificial intelligence will begin to dominate. Some specialists fear that robots will increasingly hijack our future; others claim that humans will adjust by creating new types of work, including jobs that don't even exist now.[4] Instead of thinking about jobs, think about the *skills* you need to cultivate for the future. Which skills come to mind? Experts say you need technology skills, obviously, and those all-important essential skills we're discussing throughout *FOCUS*. Experts remind us: "It's going to take a long time for robots to be good at soft skills, like social and emotional intelligence and cross-cultural competency."[5] According to the Bureau of Labor Statistics, today's workers will have twelve different jobs by the time they're fifty years old, and that number is expected to go up.[6] When it comes to your future, the place to start is by asking why, and the time to start is now.

College is about becoming an educated person—learning how to think, solve problems, and make decisions. College is much more than the "sum of its tests." It's about developing yourself as a person and becoming well educated. What does it mean to be well educated? Simply put, being well educated is about the pursuit of human excellence.[7] This chapter is about some of the most important questions you will encounter during your college experience. What major should you choose? How closely will your major be related to your eventual career? How do college classes relate to one another? How can college students zoom in to understand course material and zoom out to see the big picture of becoming an educated person?

What's the Connection?

College in a Box?

Colleges help societies *preserve the past* and *create the future*. Studying the history of the U.S. Constitution in a political science course as opposed to studying potential cures for cancer in a cell biology course are concrete examples. Colleges help us look back (preserve the past) and look ahead (create the future).

Have you ever thought about the fact that college courses appear to exist in discrete "boxes"? Schools tend to place courses in academic departments, and your class schedule reflects these divisions. For example, your schedule of in-person classes this term might look something like the one in Figure 11.2. Even if all your classes are asynchronous and don't occupy particular days and time slots, the distinctions by the academic departments they reside in still hold.

This organizing system helps you keep things straight in your head, and it also helps your school organize a complex institution. Instructors normally work in one department or another. And classes are categorized into particular **academic disciplines**.

academic discipline a branch of learning, instruction, or emphasis

Figure 11.2

Most Schools Compartmentalize Learning

	M	T	W	Th	F
9–10	ENG			COMM	
10–11		MATH			
11–12			PSYCH		PSYCH

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

But something students often wonder about is how to connect the dots. What's the big picture? Knowledge isn't quite as neat as departments and boxes; it's messy. It overlaps and merges. Despite the divisions and abbreviations colleges use to divide up knowledge, you might be able to take a somewhat similar visual art course as an art course, a computer science course, or a communication course. You've probably noticed that you sometimes hear something discussed in one of your classes that's also being discussed in another one. Knowledge is interconnected. College in a Box isn't an accurate way of looking at things.

Even though each academic discipline has its own history and identity and way of asking questions and finding answers, the disciplines aren't as distinct as your class schedule might lead you to believe.

How Do the Disciplines Connect?

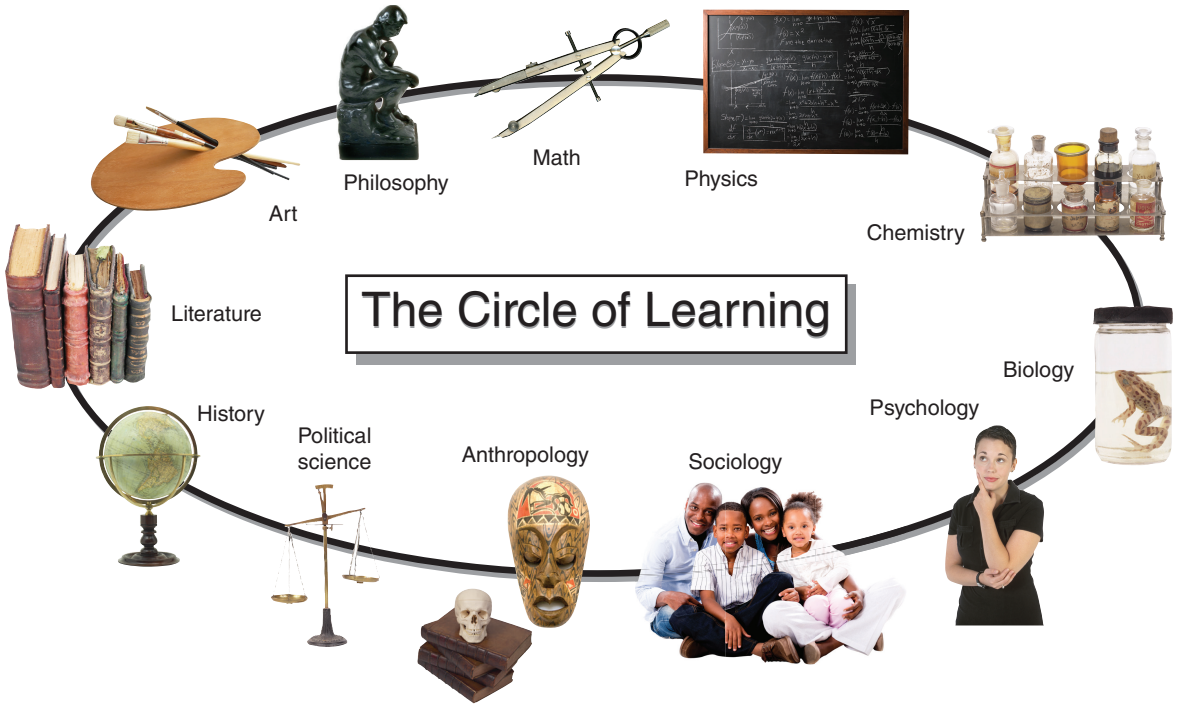
The Circle of Learning (see Figure 11.3) illustrates the interconnectedness of knowledge. Although this circle could be drawn in many different ways, using many different traditional academic disciplines, here is an example to get you thinking.[8]

It works like this. Let's start at the top of the circle with *math,* which is a basic "language" with rules and conventions, just like spoken language. You manipulate numbers and operations and functions, just as you manipulate sounds and words and sentences. Now, move clockwise around the circle.

Math is the fundamental language of *physics,* one branch of which studies atomic and subatomic particles. When atoms combine into molecules, such as

Figure 11.3

The Circle of Learning



CLOCKWISE: Travis Klein/Shutterstock.com; Image Source/Jupiter Images; PhotoObjects.net/Hemera Technologies/Jupiter Images; PhotoObjects.net/Hemera Technologies/Jupiter Images; PhotoObjects.net/Hemera Technologies /Jupiter Images; ESB Professional/Shutterstock.com; OlegD/Shutterstock.com; Photos.com; Sebastian Kaulitzki/Shutterstock.com; Photos.com; Photos.com Select/Index Open/ PhotostoGo; originalpunkt/Shutterstock.com; tose/Shutterstock.com

carbon dioxide, the academic discipline involved is called *chemistry*. Chemicals combine to create living organisms studied in *biology* courses. Living organisms don't just exist; they think and behave, leading to the study of *psychology*. They also interact in groups, families, and societies, which you study in *sociology*. You can also study units of living beings throughout time and across cultures in the discipline of *anthropology*. These units—people—who live and work together are typically governed or govern themselves, leading to *political science*. Let's keep going.

When an account of peoples and countries and their rulers is recorded, you study *history*. These written accounts, sometimes factual or sometimes fictional (for pleasure or intrigue) comprise the study of *literature*. Literature is one way to record impressions and provoke reactions—poetry is a good example—through the use of words. But images and symbols can do the same things—enter *art*. A particular question artists ask is "What is beauty?" otherwise known as aesthetics, which is also a particular topic of study in *philosophy*. Philosophy also includes another subspecialty called number theory, one of the earliest branches of pure mathematics. And now we're all the way around the Circle of Learning, arriving right back at *math*.

That's a quick rundown. Of course, many academic disciplines don't appear on this chart, but they could and should. The point isn't which disciplines are represented. Instead, the Circle of Learning demonstrates that academic disciplines are interconnected because knowledge itself is interconnected. *Anthropology* (understanding people throughout time and across cultures) can provide an important foundation for *political science* (how people are governed or govern themselves), and *history* (a record of peoples and countries and rulers) can easily be the basis for *literature*. Using what you're learning in one discipline can lead to deeper understanding in another, and although some of your instructors will help you connect the dots, putting it all together is basically your responsibility.

> "Never mistake knowledge for wisdom. One helps you make a living; the other helps you make a life."
>
> ***Sandra Carey, consultant and lobbyist***

In your career, you'll need to use knowledge without necessarily remembering in which course you learned it. You'll be thinking critically and creatively, solving problems, and calling upon all the skills you're developing in all the courses you're studying in college. The bottom line is that connections count. Recognize them, use them, and strengthen them to reinforce your learning.

How to Choose a Major and a Career

Right now, you're in the thick of it. You're going to classes, completing assignments, studying for exams, and most likely holding down a job (or more than one). Growing up, you may have dreamed of becoming a doctor or a teacher or an engineer. At this point, those dreams may still be alive. Or perhaps they've evolved as you've experienced more coursework, found out that a particular subject isn't your strong suit after all, or discovered that something you hadn't even considered is. But at some point in your college career, you'll need to commit to a major, right? In order to do that, the two key questions at the beginning of this text immediately resurface: Who are you, and What do you want? As you've focused on these two questions, you've discovered some answers along the way.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

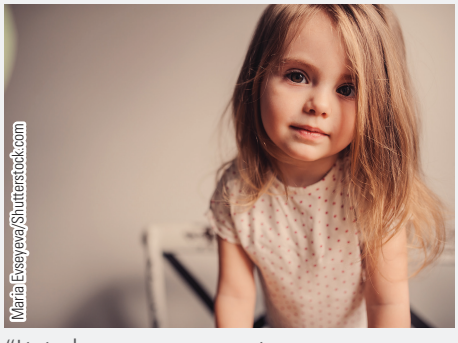
But here's one thing to realize: Times have changed. Your grandfather or grandmother may have had one career over many years at a single company. They may have retired with a celebratory cake and gold watch as rewards for many years of service. The median length of time people stay in a job today is just over four years, according to the U.S. Bureau of Labor Statistics, and employees in careers of the future may stay even shorter periods of time.[9] Instead of a lifelong commitment, experts now expect that careers will be based on change, opportunity, and resilience. They describe a career as a river and use the concept of "career flow." Your career, like a river, will have a variety of dimensions, and you will be "at the helm." Rather than necessarily being in a single field for your entire career, you will navigate "the waters." Sometimes you'll be moving along smoothly as the river twists and turns peacefully; at other times, you'll be plunging down a waterfall; and at others, you could be stuck in the weeds temporarily or even have to wade to the shoreline and get yourself a new boat.[10] Centuries ago, the philosopher Heraclitus said, "You can't step into the same river twice." Why? Because the river is in constant flux, and because you are always changing. Careers of the future will be filled with exhilaration but also with instability, with opportunities but also occasional challenges. But you will be constantly moving, changing, and growing. College is a great place to prepare for the trip.

LightField Studios/Shutterstock.com

"There's going to be a huge change, comparable to the industrial revolution," Robots and intelligent computer systems "are going to have a far more dramatic impact on the workplace than the internet has."

Jerry Kaplan, Silicon Valley entrepreneur

Like many students, you probably put great stock in how well college prepares you for a profession.[11] Choosing a college major and directing yourself toward a prospective career can be stressful. Many students feel pressure to make the right decision—and make it right now! You might hear conflicting advice from family members that put a high priority on financial success above other important factors, for example, and feel overwhelmed by the number of possibilities from which to choose.[12] You may know what you want to do with the rest of your life right now—or think you do—but many of your classmates don't, and even if they *say* they do, they may well change their minds. Yes, these decisions are important, but there's evidence that you don't have to have it all figured out right away.[13] Where do you start? Try your hand at Exercise 11.1 to get a big picture look at how you could begin. Then continue on to these helpful steps that are involved in the decision-making process. The decision-making process should involve these critical steps. If you're still deciding, or even if you think you already have, consider how they apply to you.


Maria Evseyeva/Shutterstock.com

"It takes courage to grow up and become who you really are."

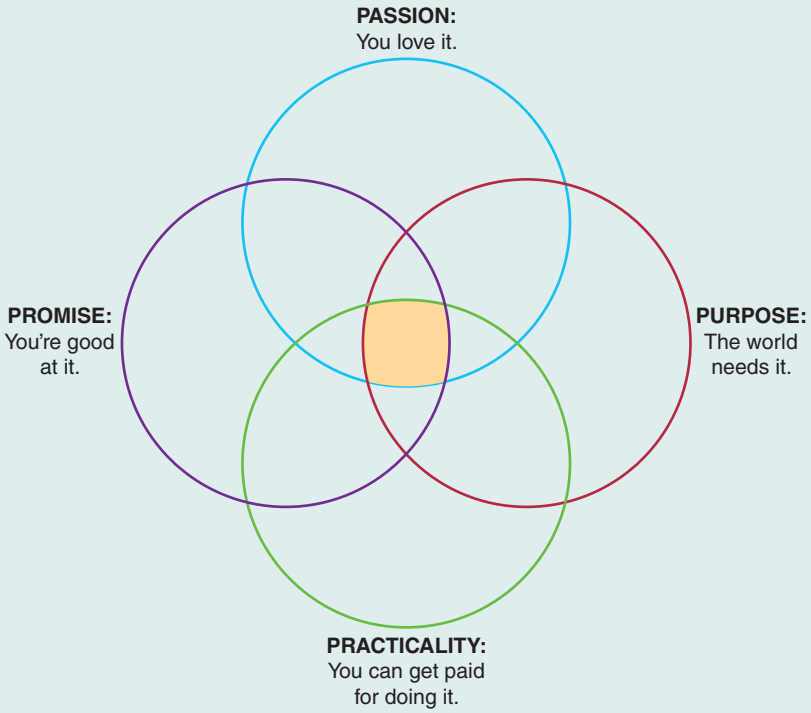
E. E. Cummings, American poet (1894–1962)

Step 1: Discover Your Bliss

You've heard it before. Career advisors often say, "Follow your bliss." And if you don't know what it is, come back when you do.[14] Maybe it's not about following your bliss; maybe it's about discovering it and then building your life accordingly. Maybe it's really about your interests and your strengths. Maybe it's about people other than you—about making an impact.

In an ideal world, which major and career would you choose? Don't think about anything except the actual content you'd be studying. Don't consider career opportunities, requirements, difficulty,

Exercise 11.1 The Four Ps: Passion, Purpose, Practicality, Promise



List potential careers you're interested in within each of the four circles, as well as careers for which the four circles intersect. For example, if you have a *passion* for sushi, should you open a sushi restaurant? Not necessarily. If you show great *promise* as a wrestler, should you go pro? Maybe not. Rather than focusing on one circle, or even two, consider all four "Ps." This graphic, which exists in various formats and is cited in numerous places, can give you new insights about creating your own future. If your instructor wishes, discuss your results in class or online.

or anything else that might keep you from making these choices in an ideal world. What are you passionate about? What do you spend your time thinking about? What would you prefer to do in your spare time? One career test asks: what topic could you read 500 books about and watch countless videos on without getting bored? What would you choose to do with your time if you had all the money in the world?[15] Let's say you have a dream of becoming a famous athlete, for example, a football player, like Tom Brady, or a skateboarder, like Mason Silver, skateboarder of the year in 2021, or a tennis player, like Venus Williams. Can you translate your dream into goals and actually become a pro? Perhaps. Some pro athletes like these people are extremely successful. Pro skateboarder Nyjah Huston is said to have a net worth of $12 million, having won more prize money than any skateboarder in history.[16] Besides practicing your sport by doing wheelies, grinds, ollies, pivots, jumps, flips, and fakies, you advertise products for your sponsors—logos on your shirts and your skateboard, for example.[17] If skateboarding is your passion right now, think about which majors might apply. Majoring in physics would help you understand skateboard ascent versus decent, trajectories, spin, and angles.

> "You can only become truly accomplished at something you love. Don't make money your goal. Instead pursue the things you love doing and then do them so well that people can't take their eyes off of you."
>
> ***Maya Angelou, poet, author, civil rights activist (1928–2014)***

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Majoring in landscape architecture would allow you to design skateparks. You would spend time outdoors, build computer and 3-D models of parks, and perhaps even interview other skateboarders about desirable features. Majoring in journalism or video production would put you in a good position to work for a skateboarder magazine, like *Thrasher*. The opportunities *around* your passions are important ways to do what you love—and they're all different.

Like Ethan Cole from the FOCUS Challenge Case, you may be wondering what to do with your life. Perhaps the *idealist* in you has one potential career in mind and the *realist* in you has another. The $300,000 salary you'd earn as a surgeon may look very compelling until you consider the years of medical school required after college, the time invested in an internship and residency, and the still further years of specialization. It takes long-term commitment, dedication, and resources—yours or borrowed ones—to make that dream come true. Do these factors lessen the appeal? Or perhaps there's conflict between your ideal career and someone else's idea of an ideal career for you. The late comedian Robin Williams once said, "When I told my father I was going to be an actor, he said, 'Fine, but study welding just in case.'"

> "[Life] designers don't agonize. They don't dream about what could have been. They don't spin their wheels. And they don't waste their futures by hoping for a better past. Life designers see the adventure in whatever life they are currently building and living into. This is how you choose happiness."
>
> ***Bill Burnett and Dave Evans,*** **Designing Your Life: How to Build a Well-Lived, Joyful Life**

Or perhaps you just don't know yet. If so, don't panic. Ethan Cole is right: It's hard to have it all figured out from the start.[18] According to *Designing Your Life*, a recent bestseller, "For most people, passion comes after they try something, discover they like it, and develop mastery—not before. To put it more succinctly: passion is the result of a good life design, not the cause." The authors, from Stanford University, also write, reassuringly, that "The truth is that all of us have more than one life in us… And if you accept this idea—that there are multiple great designs for your life, though you'll still only get to live one—it is rather liberating."[19] Designing your career—and your life—is a complicated and challenging process. See the Quick Study in Figure 11.4 for a step-by-step guide showing what the process looks like from the popular book, *Designing Your Life*.

Wayne Gretzky, called the greatest player in the history of hockey, once said, "God gave me a special talent to play the game… maybe he didn't give me a talent, he gave me a passion." But what if your "bliss" just isn't feasible? You dream of being a rock star, but you can't carry a tune. Then it may be time to set aside the dream and get real. Maybe then it's time to think about what energizes you, what engages you, and what puts you into a state of "flow." When you're in flow, you're so absorbed that you forget where you are and what what's going on around you.[20]

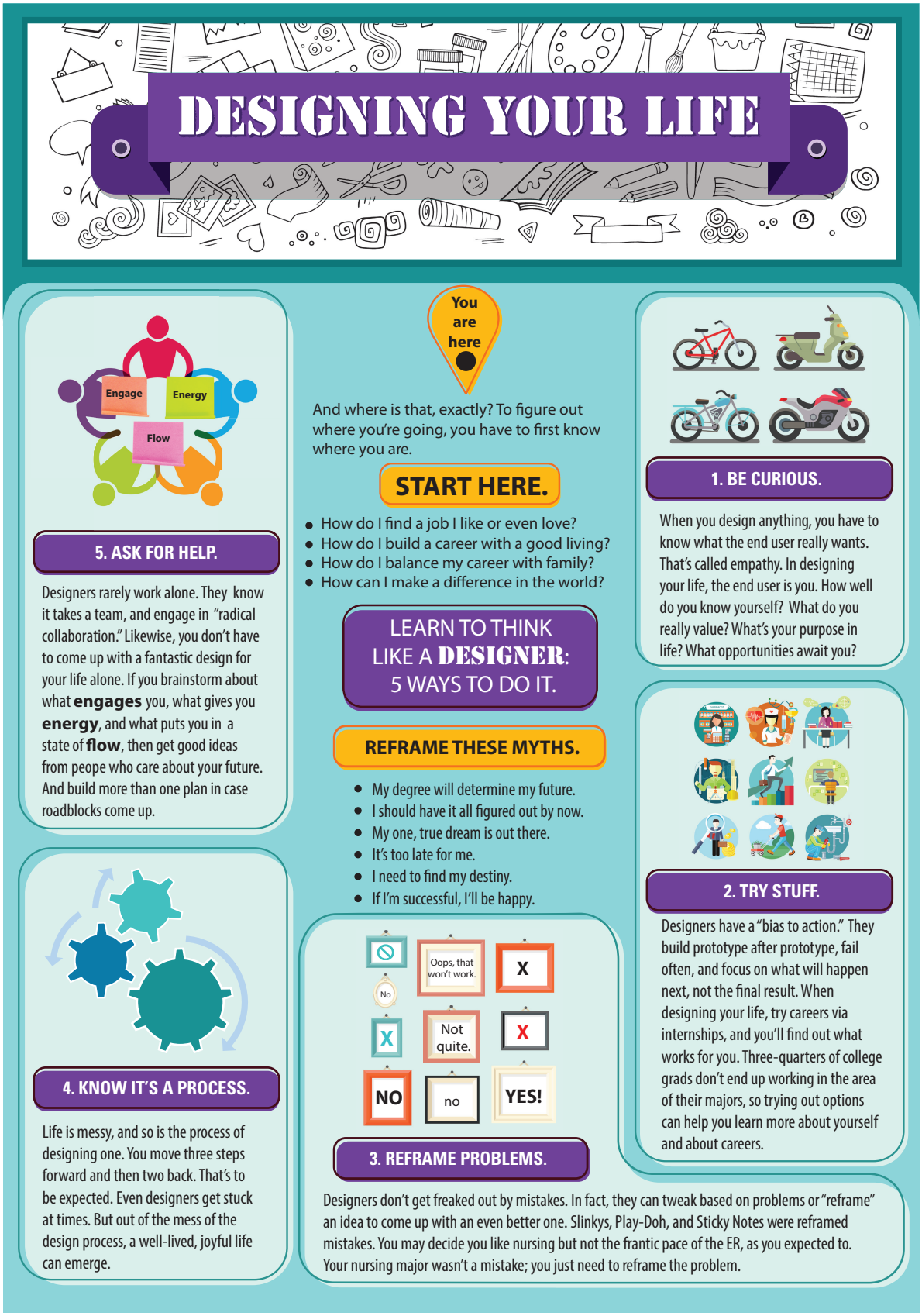
Step 2: Conduct Preliminary Research

Has it ever occurred to you that you may not have all the facts—accurate ones—about your potential ideal major? Do you know what it *really* takes? Have you gotten your information from qualified sources—or are you basing your opinion on your friends' reaction to one course they took? Exercise 11.2 will give you a good starting point.

Also, try this experiment. Choose three majors you're considering, one of which is your ideal major, and send yourself on a fact-finding mission. To find

Figure 11.4

Quick Study: Designing Your Life


DESIGNING YOUR LIFE
You are here
And where is that, exactly? To figure out where you're going, you have to first know where you are.
START HERE.
How do I find a job I like or even love?
How do I build a career with a good living?
How do I balance my career with family?
How can I make a difference in the world?
LEARN TO THINK LIKE A DESIGNER: 5 WAYS TO DO IT.
REFRAME THESE MYTHS.
My degree will determine my future.
I should have it all figured out by now.
My one, true dream is out there.
It's too late for me.
I need to find my destiny.
If I'm successful, I'll be happy.
Engage
Energy
Flow
5. ASK FOR HELP.
Designers rarely work alone. They know it takes a team, and engage in "radical collaboration." Likewise, you don't have to come up with a fantastic design for your life alone. If you brainstorm about what engages you, what gives you energy, and what puts you in a state of flow, then get good ideas from peope who care about your future. And build more than one plan in case roadblocks come up.
1. BE CURIOUS.
When you design anything, you have to know what the end user really wants. That's called empathy. In designing your life, the end user is you. How well do you know yourself? What do you really value? What's your purpose in life? What opportunities await you?
2. TRY STUFF.
Designers have a "bias to action." They build prototype after prototype, fail often, and focus on what will happen next, not the final result. When designing your life, try careers via internships, and you'll find out what works for you. Three-quarters of college grads don't end up working in the area of their majors, so trying out options can help you learn more about yourself and about careers.
Oops, that won't work.
X
No
X
Not quite.
X
NO
no
YES!
3. REFRAME PROBLEMS.
Designers don't get freaked out by mistakes. In fact, they can tweak based on problems or "reframe" an idea to come up with an even better one. Slinkys, Play-Doh, and Sticky Notes were reframed mistakes. You may decide you like nursing but not the frantic pace of the ER, as you expected to. Your nursing major wasn't a mistake; you just need to reframe the problem.
4. KNOW IT'S A PROCESS.
Life is messy, and so is the process of designing one. You move three steps forward and then two back. That's to be expected. Even designers get stuck at times. But out of the mess of the design process, a well-lived, joyful life can emerge.

Sources: balabolka/Shutterstock.com; MicroOne/Shutterstock.com; robuart/Shutterstock.com; Meilun/Shutterstock.com; america365/Shutterstock.com; photolinc/Shutterstock.com

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 11.2 What Are Your Job Preferences?

Take a good look at yourself and answer the following questions about how you prefer to work. Rank each item 1 or 2 based on your general preference. Although many careers, if not most, require both, your task is to decide which of the two you prefer.

I prefer to work at a job:

1. _____	Alone	_____ With other people
2. _____	Indoors	_____ Outdoors
3. _____	With people	_____ With equipment or materials
4. _____	Directing/leading others	_____ Being directed/led by others
5. _____	Producing information	_____ Managing information
6. _____	In an organized, step-by-step way	_____ In a big-idea, big-picture way
7. _____	Starting things	_____ Completing things
8. _____	Involving a product	_____ Involving a service
9. _____	Solving challenging problems	_____ Generating creative ideas
10. _____	Finding information	_____ Applying information
11. _____	Teaching/training others in groups	_____ Advising/coaching others one-on-one

Now look at your eleven first choices. Identify several career fields that come to mind that would allow you to achieve as many of them as possible.

out whether you're on target, get the answers to the following ten questions for each of the three possibilities. Go to the physical location (department) where each major is housed, and interview an instructor. The experiment requires legwork; don't just let your fingers do the clicking.

1. What is the major or certificate?
2. Who is the interviewee?
3. What is the name of the academic department where this major is housed? Where are the department offices physically located on campus?
4. Which introductory courses in this major would give you information about your interests and abilities?
5. Which specialized courses in this major interest you? (List three.)
6. What courses do you have to complete before you can major in this subject?
7. How many students major in this discipline on your campus?
8. Which required course in the major do students usually find most challenging? Which is most engaging? Which is most valued? Why?

9. How would the interviewee describe the reputation of this department on campus? What is it known for?
10. From the interviewee's perspective, why should a student major in this discipline?

After you complete your interviews, review the facts. Did you change any of your opinions based on what you learned?[21]

Step 3: Take a Good Look at Yourself

"Are you fit company for the person you wish to become?"

Anonymous

It all comes down to questions this text has been asking you all along: Who are you? And what do you want? If you're unsure of how to proceed in your decision making, follow these recommendations to see whether they help you bring your future into focus.

Send in the SWOT Team! A SWOT analysis is an excellent way to begin taking a good look at yourself in relation to your future. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. SWOT analyses are typically used in business, but creating one for yourself may be useful when it comes to deciding on a college major and a career. Make a chart with four sections, label each one, and fill them in as objectively as you can.

- **Strengths** are traits that give you a leg up. These are talents you can capitalize on and qualities you can develop.
- **Weaknesses** are traits that currently work against you. You can, however, work to reduce or eliminate them.
- **Opportunities** are conditions or circumstances that work in your favor, like a strong forecast for the future of your prospective career.
- **Threats** are conditions that could have bad effects. Some of these factors are beyond your control; however, sometimes you can figure out ways to make them matter less.

As you create your own chart, begin with two basic questions:

What kinds of forces will impact your potential career?

Internal—forces inside you, such as motivation and skill.
External—forces outside you that may affect your success: the job market or economy, for example.

What kind of influence can these forces exert?

Positive—some forces will give you a boost toward your goals.
Negative—other forces will work against you.[22]

"Never be limited by other people's limited imaginations."

Dr. Mae Jemison, first Black female astronaut

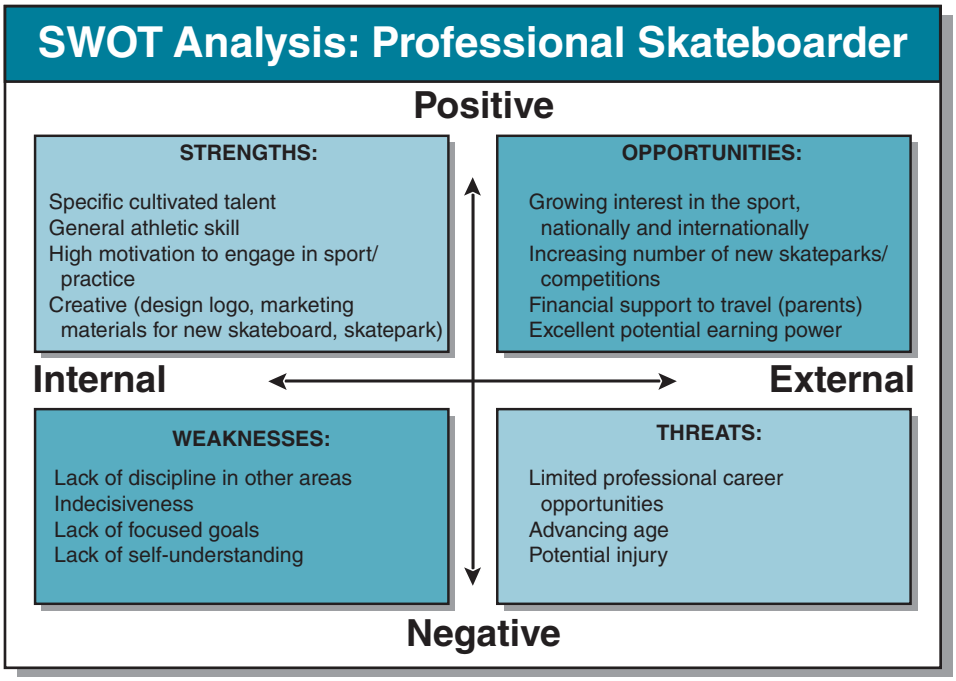
Let's complete a SWOT analysis for Ethan and his dream of becoming a professional skateboarder. Of course, you might say that, technically, he doesn't need an academic degree for that particular career. But if he wants to pursue related, more traditional careers—design a new skatepark or write for a skateboard magazine, for example—he would need knowledge from design and writing to finance and marketing. Besides, college isn't just about jobs, it's about living a fuller life as a well-educated person.

Look back at the FOCUS Challenge Case, and see whether you agree with the basic SWOT analysis shown in Figure 11.5. What

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 11.5

SWOT Analysis



would you conclude? Is professional skateboarding a good career for him? In your view, do the opportunities outweigh the threats? For example, does the possibility of earning big bucks outweigh the risks of possible injuries? If not, could he move toward other potential careers, perhaps some that also involve skateboarding? Ethan had other interests like geometry, creative writing, playing jazz drums, and art. Do you see potential majors for him in college? Sports management? Kinesiology? Architecture? Journalism? Jazz studies? Creative writing? What should Ethan do? In Exercise 11.3, you'll have an opportunity to perform a SWOT analysis on a potential career you might be interested in.

Step 4: Consider Your Major versus Your Career

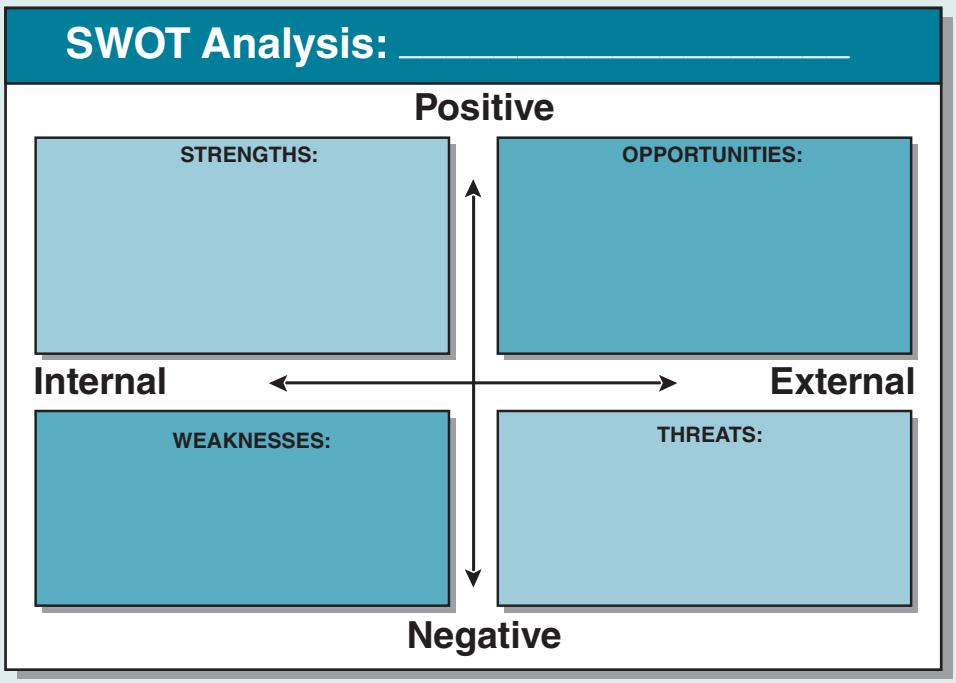
Which comes first, the chicken or the egg? The major or the career? Silly question? The obvious answer, of course, is that you must first major or earn a certificate in something in college before you can build a career on it. But the question isn't as straightforward as it seems.

Should you choose a major based on an intended career? Perhaps you know you want to be a science teacher, first and foremost. You don't know whether to get an associate's degree in physical science or an associate of arts degree in teaching. You like all sciences, but teaching is your real interest. If you major in science, which one should you emphasize (see Figure 11.6)?

Or instead, should you choose a major first, and then decide on a career? Say you made a firm decision to major in chemistry when your favorite science teacher did "mad scientist" experiments for the class in eighth grade. But at this point, you're not certain of the professional direction you'd like to pursue. Chemistry is your passion, but should you apply your chemistry degree as a forensics expert, a pharmaceutical salesperson, a chemical

Exercise 11.3 SWOT Analysis

Try doing a SWOT Analysis of a career you're considering. If you have no idea where to begin, choose the career of someone you know—a friend or family member. Carefully analyze the Strengths, Weaknesses, Opportunities, and Threats as you see them. It may help to Google the career for specifics and check information-rich, accurate sites like OOH (Occupational Outlook Handbook), compiled by the U.S. Bureau of Labor Statistics. After you're done, write three conclusions about this career. Is the career you've analyzed worth pursuing in your view?



1. _____

2. _____

3. _____

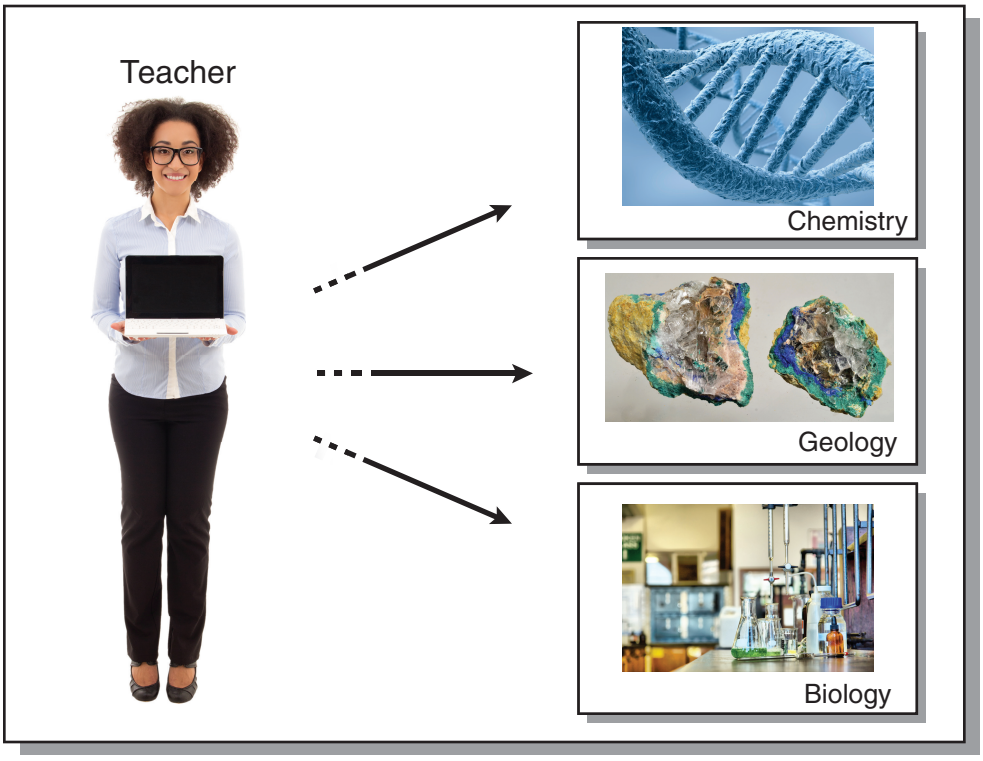
technician, or a teacher (see Figure 11.7)? You could enter some of these career fields with an associate's degree, but others might require transferring to a four-year school.

So which comes first—major or career? It depends.[23] The answer sounds uncertain, and it's meant to. Although some professional degree programs put you into a particular track right away (nursing, for example), generally either direction can work well. Doors will open and close for you, and as you gain more knowledge and experience, you'll narrow your focus. As you learn more about your chosen major, you'll also learn about its specific career tracks. But it's important to remember that a major doesn't have to lock you into one specific career. And you can always narrow or refocus your area of emphasis by earning your bachelor's degree and continuing your education beyond that.[24] If you're attending community college with a specialty career in mind that requires an associate's

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 11.6

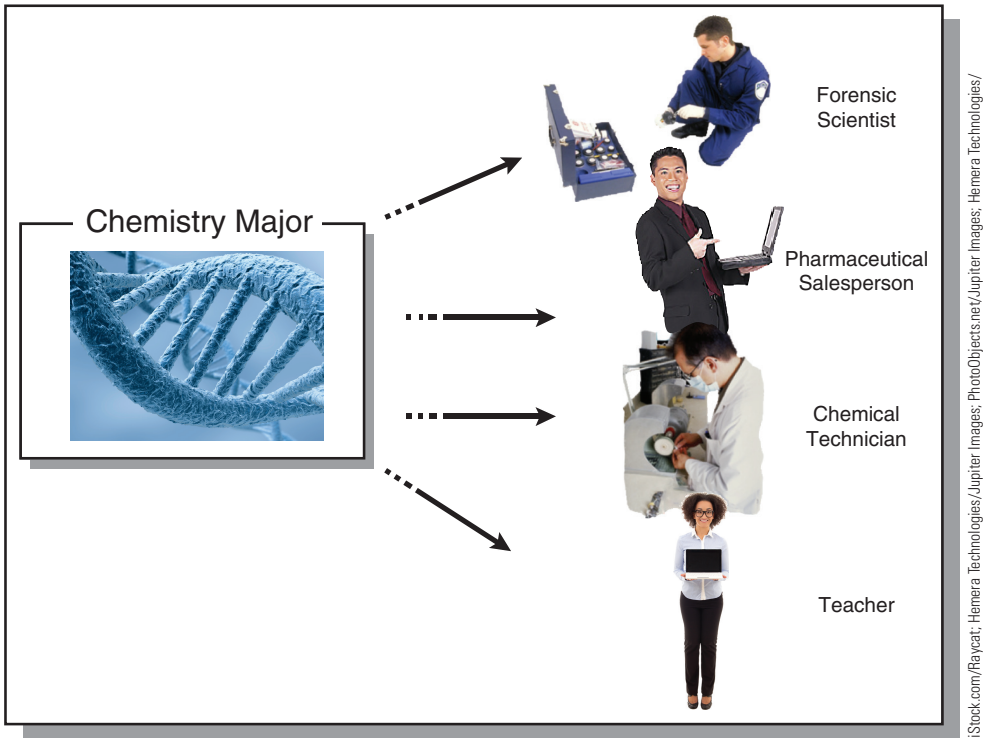
Which Science Should a Science Teacher Major In?



Di Studio/Shutterstock.com; iStock.com/Raycat; U.S. National Park Service; PhotoSky/Shutterstock.com

Figure 11.7

Which Career Should a Chemistry Major Choose?



iStock.com/Raycat; Hemera Technologies/Jupiter Images; PhotoObjects.net/Jupiter Images; Hemera Technologies/Jupiter images; Di Studio/Shutterstock.com

Figure 11.8

What Specialty Careers Can a Healthcare Focus Choose From?

Faiz Zaki/Shutterstock.com; Lopolo/Shutterstock.com; Dmitri Mihhailov/Shutterstock.com; Africa Studio/Shutterstock.com; pittawut/Shutterstock.com; Andy Dean Photography/Shutterstock.com; Ostap Davydiak/Shutterstock.com; Tyler Olson/Shutterstock.com; kurhan/Shutterstock.com; Blaj Gabriel/Shutterstock.com; Kamil Macniak/Shutterstock.com

degree or a certificate, there may be a host of possibilities to choose from as shown in Figure 11.8. In that case, your major and your career may align well.

What's Your Academic Anatomy? Thinking about your academic anatomy is a simple way to begin to get a handle on what you find fulfilling. If you had to rank order the four parts of you listed in Figure 11.9, what would you put in first place? Second, third, and last? To get yourself thinking, ask these questions:

1. Do you find fulfillment by using your *head*? Do you enjoy solving complex problems or thinking through difficult situations? Do you like to reason things out, weigh evidence, and think critically? Someone working toward a paralegal certificate might fit this category.
2. Do you find it satisfying to work with matters of the *heart*? Are you the kind of person others come to with problems because you listen and care? Does trying to make others happy make you happy? A nursing major might be what students with this preference choose, for example.
3. Do you like to create things with your *hands*? Do you enjoy making art? Doing hands-on projects? Building things out of other things? A drafting major who designs and builds models might be what students with this preference choose, for example.
4. Do you excel at physical activities that involve your *whole body*? Are you athletic? Do you like to stay active, no matter what you're doing? A physical therapy major who goes on to work in a rehabilitation facility helping stroke victims relearn to walk might be what students with this preference choose, for example.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 11.9

What's Your Academic Anatomy?

Michael Jung/Shutterstock.com

Another way of analyzing your preferences is by considering your "Academic Anatomy." What do you find most satisfying? Working with your

Head?
Heart?
Hands? or
Whole Body?

Now look at your academic anatomy rankings. Of course, the truth is that "all of you" is involved in everything you do. And achieving balance is important. But what are your priorities? This type of simple analysis can be one way of informing you about who you are and where you should be headed.

However, no system for choosing a major is perfect. In fact, most are imperfect at best. Here are four things to consider:

1. Sometimes students who don't select a likely major based on their "anatomical preferences" can still be successful. A whole-body person (like Ethan Cole probably is) may decide to major in art (using his hands). But he'll have to find other ways to meet his whole-body needs unless he becomes a sculptor involved in creating large constructed projects.
2. You may intentionally choose an unlikely major. Perhaps art (using your hands) comes so naturally to you that you decide to major in science (using your head). You need the challenge to stay fully involved in getting your education. Although it may sound unlikely, it's been known to happen.
3. You may choose an unlikely major because one particular course turns you on. You had no idea majoring in this subject was even possible, and you didn't know what it entailed. But you find studying it fascinating—so you shift gears to focus all your attention on it.
4. You may be equally engaged, no matter what. You love subjects that require using your head, hands, heart, and whole body. The anatomy of learning is less important to you than other factors—a teacher whose enthusiasm is contagious, for example.[25]

Ethan's rankings would probably go something like this: (1) whole body, (2) hands, (3) heart, and (4) head. And just because "head" is in last place for him doesn't mean he's doomed in college. A career as a financial analyst sitting behind a desk probably wouldn't be his cup of tea, for example. But it may well be yours. As you decide, you may want to consider whether your choice is "anatomically correct."

Whatever major or career you're aiming for—or still looking for—make sure you follow the four steps outlined in this chapter to create the future you want and consider these final thoughts:

1. **You have one life; live it.** People who stay in careers they hate are cheating themselves. You may be thinking, "But I thought I'd like this career, and my education cost me!" That may be true. That's why internships are important: you can test out careers. At some point, however, you may need to regroup and make a change, even if it requires further education or other preparation. It's your life, after all, and you're in charge. Don't wake up one day and realize you missed the boat. As Steve Jobs once said, "Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle."
2. **Diversify.** Generally speaking, your academic preparation should offer you more than one slim career possibility. Skills are transferable, and sometimes all they need is reframing. Or perhaps you can bring your knowledge about one thing to another application. For example, if you're in business, but wellness is a high priority for you, offer a brown-bag mini-training event on wellness to your colleagues over lunch. Or consider folding other interests into your primary job: include art in a business career by designing flyers for upcoming training events, for example.
3. **Consider lifestyle issues.** Instead of focusing solely on an academic major, think about the lifestyle you want. Some careers have built-in stress because of continual deadlines and information that changes minute-by-minute, like being a stockbroker: "Traditionally considered a stressful job, stockbrokers are required to make instantaneous decisions that directly affect others' finances and wealth."[26] On the other hand, being a college instructor allows you to study what you care about in depth, be reasonably autonomous, and help others. The kind of life you want to lead should factor into your decision.
4. **If part of your career decision is the opportunity to make an impact, remember that doing so takes time.** Many people feel like a cog in a wheel. They have good ideas on the job, but they play such a small role that no one listens or cares. It's easy to expect immediate results, like those we get in other areas of our lives. But making an impact takes time; overnight successes are rare, if they happen at all.
5. **Make the whole world your college and keep learning.** In many ways, after you finish your college degree or certificate, the real

> "The elevator to success is out of order, but the steps are always open."
>
> ***Zig Ziglar, American author, salesman, and motivational speaker (1926–2012)***

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

learning starts. You get to see your coursework come to life, and that's a fascinating prospect! Make learning a lifelong priority. Change can easily outpace you if you don't keep watching trends and continually taking advantage of opportunities to re-skill, up-skill, and next-skill.

Finally, consider this possibility: "The meaning of life is to find your gifts and the purpose of your success lies in giving [them] away."[27]

Career Outlook: *Zoom In, Zoom Out*

Even though people are now changing jobs more frequently, perhaps the most common question asked during hiring interviews is this one: "Where do you see yourself in five years?" Undoubtedly, it's a tough question. In today's fast-changing world, the most honest answer is "Are you kidding—who knows? I'm not even sure what I'll have for dinner tonight." Five years seems like forever. Although your imaginary answer may be the most truthful one, it's not necessarily smart.[28]

One thing that trips up many first-year college students is thinking that they have to have it all figured out—now. They think there should be a linear path between their major and their career.[29] For example, a student should enter college having declared a business major, earn a business degree, and then land a good job in the business world. It should be that easy.

Realistically, clarity typically unfolds as you go. Many students don't have a particular major or a career in mind. When things become increasingly foggy during their "trip" through college, they lose their way or maybe even give up. Rather than being linear, the path is often nonlinear. You work toward success by keeping two concurrent perspectives in mind: zooming out on your big-picture goals and zooming in on the "up close and personal" details of managing yourself on a daily basis.

While you're in college, you must be able to zoom in on your individual courses and zoom out to your overall degree plan. The same principle definitely holds in your career.[30]

So when the time comes and the interviewer asks you the inevitable question, "Where do you see yourself in five years?" take this advice:

1. Reflect on what you will say to this likely question beforehand.
2. Figure out what the interviewer is trying to learn about you. Does the question require a full answer or is it just intended to see how you think?
3. Shorten the time frame so that you can answer: "I'm not really sure how many years it will take, but I do know that I want to join an organization just like this one and work on a highly creative team to learn all I can. Challenges are important to me."

On the other hand, don't:

1. Make up something so far-fetched that even *you* don't believe what you're saying.
2. Identify the exact job you want in the future. ("Honestly? I'd like your job. Are you planning to retire in the next five years?")

Dean Drobot/Shutterstock.com

"The self is not something that one finds. It's something one creates."

Thomas Szasz, Professor Emeritus in Psychiatry, State University of New York Health Science Center, Syracuse (1920–2012)

3. Feel obliged to answer the question literally, even if you don't really know for sure. Turn the question into one you can answer, communicating what you want the interviewer to know about you.[31] Although you're being asked to zoom out, instead zoom in on who you are and what you want. It's important to keep both perspectives in mind in your journey toward success.

Think about how you would answer if you were applying for a job you could get today. When you finish your degree or certificate, would you expect your answer to be different in some ways? Might it be the same in some ways?

Insight: *Now* What Do You Think?

At the beginning of this chapter, Ethan Cole, a confused and discouraged student, faced a challenge. Now after reading this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Ethan's case study. What are some of the possible outcomes for Ethan?

Action: Your Plans for Change

1. Where are you when it comes to choosing a major or career? If you haven't decided yet, what specific information from this chapter will you use? If you've already decided, had you already taken these suggestions into account? Will you change any of your plans?
2. Do you know someone working in a career field that is disillusioned or disappointed with the choice they made? How will you know your decision is a wise one? What can you do to make sure?

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. What does college in a box mean?
2. What are the four P's that can help in choosing a career?
3. What is a SWOT analysis, and how might one help you choose a major and career?
4. What does the term *academic anatomy* mean?

How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete this chapter (total time, even if you read it in more than one sitting). Was your estimate on target, or will you revise it for the next chapter you'll read?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Creating Your Future | 12

Readiness Check

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to creating a future for yourself, what do you find most challenging, if any? Put check marks by the phrases that apply to you or write in your answer.
   - ☐ Launching a career
   - ☐ Using social media to create my "personal brand"
   - ☐ Writing an impressive résumé
   - ☐ Interviewing successfully, virtually or in person
   - ☐ Figuring out what's next for me
   - ☐ _____
2. What is most likely to be your response? Put a check mark by it.
   - ☐ I'll concentrate on learning new skills.
   - ☐ I'll see whether this chapter helps me.
   - ☐ I'll talk with an instructor or advisor.
   - ☐ Eventually, I'll just figure it out on my own.
3. What would you have to do to increase your likelihood of success in college? Will you do it this quarter or semester?

HOW YOU WILL RELATE TO THIS CHAPTER

1. What are you most interested in learning about? Put check marks by those topics.
   - ☐ How to launch a career
   - ☐ How to write a résumé
   - ☐ How to interview successfully, virtually or in person
   - ☐ What to consider if you're thinking of continuing your education
   - ☐ How to put what you've learned in college to good use
   - ☐ How to think about the future

YOUR READINESS FACTOR

1. How motivated are you to learn more about creating your future? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Luna Vandoorne/Shutterstock.com

Focus
Challenge Case

Anthony Lopez

Anthony Lopez was average in nearly every sense of the word. He played T-ball as a kid, but not particularly well. He didn't like school much, but he went when he felt like it. He didn't have many friends except for a few kids that lived in the eight city blocks that made up his neighborhood. He was even sandwiched between two older brothers and two younger sisters. His brothers were successful—one was an attorney and the other a doctor. Somehow, deep inside himself, Anthony knew that measuring up would be hard for him. Maybe that's why he decided to make his mark in his own way.

You could say that Anthony's kid sister, Gina, was his closest friend. Even though she was six years younger, the two of them would pal around the neighborhood. They could laugh over absolutely anything, and their specialty was pulling pranks on all the other neighborhood kids. For a while, the two of them were inseparable. Whenever you saw Gina, you knew that Anthony was close by.

But as Anthony got older, things changed. The trouble started in middle school. His mom, who worked more than one job to keep the family afloat, was worried that he was getting in with the wrong crowd. But Anthony wasn't worried. His friends knew where to get cigarettes and alcohol—even drugs. When he was with them, he imagined the other kids looked up to him and his tough-guy friends. By the time high school rolled around, Anthony already had a record. Eventually, he dropped out, left home, and basically lived on the streets. When he needed money, he snatched a purse or wallet. He lost contact with his family, and there seemed to be no turning back. Drugs were a way of life for him, and he began sinking deeper and deeper into a life that most people predicted wouldn't turn out well.

But that was then, and this was now. Anthony's life probably would have been headed in the wrong direction entirely, if it hadn't been for several wake-up calls, including seeing his little sister, Gina, on the street one day. He tried to talk with her, but she was so high that she didn't even recognize him. Anthony saw that she was repeating his worst mistakes, which troubled him deeply. The stark realization that he might be ruining her life in addition to his own shocked him back into reality.

Now Anthony was part of an inner-city youth organization for kids like him. The group's leader, Nicky Russo, had once been a gang member himself. He reached out to Anthony, and Anthony responded. Anthony was on a mission to find Gina and get her into the group. Anthony's life was changing, and his life's goal was becoming clear: to help other people like him. He decided to earn his GED and enroll in the best community college he could find to earn an associate degree in social services. And that's exactly what he did.

As he completed his favorite online class, Urban Social Issues, Anthony realized that he had made the right choice. So much of what he heard his instructor lecturing about had been a

Philip Lange/Shutterstock.com

CREATISTA/Shutterstock.com

part of his own past. As he got deeper into the associate program, Anthony learned that an associate degree in social services was a general degree that prepared graduates for many types of jobs. But what if he wanted to be an actual social worker? He learned that the need for social workers was very high, working with young children to older adults. He was taking classes like Racial, Ethnic, and Minority Groups and Sociology of the Family.

Even though the classes were hard, it wasn't long before Anthony was totally engrossed, and he knew he wanted to continue his education. With an associate degree in social services, he could certainly work more knowledgeably alongside Nicky in the inner city. But what if he transferred to a four-year school for a bachelor's degree in sociology? What if he wanted to earn a master's degree in social work to specialize and become a school or hospital social worker? What if he wanted to conduct research and teach, like his community college instructors? What would getting a Ph.D. require, and should he even be thinking that far ahead? A million questions were forming in his mind.

What did the future hold for Anthony? Right now, he couldn't answer that question. But he did know that his future would be different from the future he might have had without college. What had always been true about Anthony was now true in the best possible sense: Anthony would make his mark.

Reaction: What Do *You* Think?

1. Anthony has managed to turn his life around. Do you know anyone who has done this? What sorts of experiences helped them change course?
2. Anthony appears to be headed toward a life of service. Do you know people like Anthony who has turned their life around? Describe the situation.
3. What are the pros and cons of continuing his education beyond an associate degree?

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Scan most any popular outlet these days and you'll find some headline that asks, in essence, who needs college? Why not just hang around and see what develops? Take things as they come, right? You might just luck out and end of up with some kind of future that works for you. In the view of this text, wrong! It's true that college might not be right for everyone, but getting a college degree is the richest, most condensed, best all-in-one-place learning opportunity anyone could ever have. Take advantage! Going to college will encourage you to reflect and project, to consider and plan. It will benefit you in all the ways outlined in this text. As you come to the end of this course, think about what you've learned and what you still need to learn. Read on for practical information about continuing to create the future you want.

Launching a Career: Plan Your Work and Work Your Plan

You've done it. You've nearly finished your first term of college. Perhaps at this point, you're even jumping ahead to when you finish all of your courses. Then what? Yogi Berra, the once baseball giant, was known for having a way with words. His advice was, "When you come to a fork in the road, take it." *Which one?* you ask. Precisely! (Yogi Berra is said to have been giving directions to his New Jersey home, and both streets worked equally well.)

"When you come to a fork in the road, take it."

Yogi Berra, baseball player and manager (1925–2015)

After you achieve your community college goals—whether you're taking a few targeted classes for a particular reason or earning a certificate or associate degree—you'll come to a fork in the road. Should you take the fork leading toward pursuing a particular career right away or the fork leading toward continuing your education? This chapter won't answer the question *for* you, but it will give you some things to think about. Just as was the case with Yogi Berra's famous advice, both forks in *your* road will lead you toward the same thing: *your* future. What you decide to do and when you decide to do it will be up to you.

Let's assume, for now, that you decide to go straight into your chosen career field after community college. You've been focused all along, earned your degree, and now you're ready to find a job that fits your new skills, your personality—*you*! "Fit" is the key word in that last sentence. Where you choose to launch your career and who you work with will be critical factors in your job satisfaction.

The two questions posed early in this text resurface now: "Who are you?" and "What do you want?" Working your way through *FOCUS*, you have learned more about who you are (although this is a lifelong quest). In this final chapter, we'll deal with "What do you want?" The answer to that question can be just as important.

"I arise in the morning torn between a desire to improve the world and a desire to enjoy the world. This makes it hard to plan the day."

E. B. White, American writer (1889–1985)

What do you really want from a career? What's important to you? Even though your views may change over time, it's important to start thinking about them now. Maybe you already prepared for a career once, but something has changed. The field you entered has transformed over time, so that you need to retool. Or a career that attracted you earlier turned out to be much less engaging than you expected.

Start with *Why?*

3 Minute Read

"Creating your future." It's you we're talking about, after all. Starting with why the topic is important should be obvious, but sometimes when it's your future we're talking about, the specifics are hard to uncover. According to motivational speaker Jim Rohn, "If you don't design your own life plan, chances are you'll fall into someone else's plan. And guess what they have planned for you? Not much." *Star Wars* creator George Lucas is now said to have a net worth of over $6.4 billion dollars. But it took him a summer in the hospital to figure out that his future should start with college and not stay with cars. His attention needed to be redirected in order to get where he really wanted to go.

In terms of creating your future, there's one big idea you need to know. In fact, it's not just big; it's huge. "Whatever captures your attention controls your life." That's a sweeping statement, so where's the evidence?

Here's an example: Several years ago, two consultants were hired to observe infants and toddlers at Disney World. Their task, assigned by park executives, was to find out what most captured children's attention in the theme park. It didn't take long for the consultants to figure out that what captured their attention wasn't the cuddly Disney characters in costume, the wildest rides with the longest lines, or the magical sights and sounds all around them. It was their parents' cell phones, especially while their parents were on them. What the children wanted, it seems, was their parents' attention, and while parents were on their phones, their attention wasn't on their children. Because parents were captivated by these devices, their kids must have wondered what was so very interesting. They wanted to be in on it.[1] The parents probably didn't even realize that what they were doing was affecting their children. After all, they were taking time off and spending money to show their children a good time.

We've all probably been guilty of allowing distractions to control us: texting during an oh-so-romantic dinner or an intimate conversation with a best friend, in a class in which the professor is delivering a well-prepared lecture, or at a key meeting when we think the boss isn't looking. But the fact that our attention is elsewhere is a dead giveaway that something else is more important at that moment. Being aware of where we're focusing our attention isn't really that easy because our brains become wired, eventually. "Attention shapes the brain," says one expert.[2] The more attention you pay to something, the more neurons your brain builds to pay attention to that thing. That's why your time in college preparing for your future is so important. Devote your attention to it. And the more you fragment your attention by multitasking, the less you get done. Remember this: "Being busy is not the same as being productive. It's the difference between running on a treadmill and running to a destination. They're both running, but being busy is running in place."[3] It's easy to get stuck. Sometimes students who are in college to create better futures make the mistake of dedicating so much attention to their present dead-end jobs (to help pay for college) that they put their college success at risk. Do you see how that could happen?

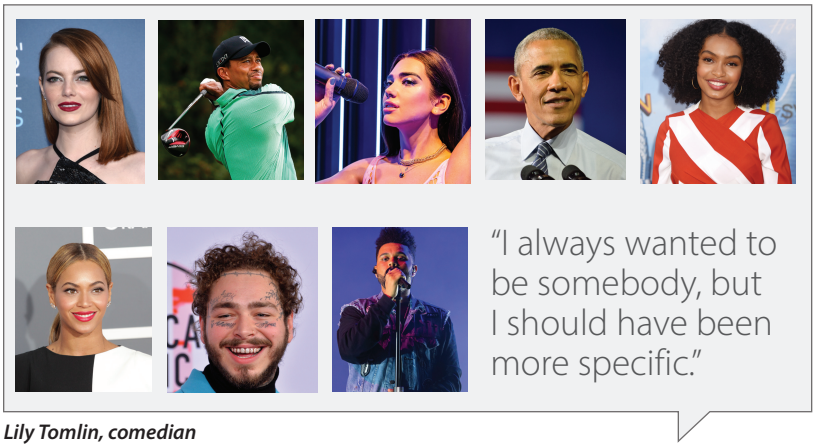
What does all this have to do with why you should pay attention to creating your future now? As this course has asserted all along: It's about who you are and what you want. Of course, you need to pay attention to your present day-to-day responsibilities. But your future is about the "you" who you want to become. So, if you want to be a writer, write. Get up early in the morning and write, even if what comes up on the computer screen reads like gibberish. Do it. If you want to be a teacher, teach a class at your local Boys and Girls Club or volunteer at your child's school for the experience. Do it. Or think of it this way: "You need to spend time on the future even when there are more important things to do in the present and even when there is no immediately apparent return to your efforts. In other words—and this is the hard part—if you want to be productive, you need to spend time doing things that feel ridiculously unproductive."[4] Now there's a paradox!

"We can never see past the choices we don't understand."

***The Oracle,* The Matrix**

Steve Jobs once said, "You can't connect the dots looking forward; you can only connect them looking backward. So you have to trust that the dots will somehow connect in your future. You have to trust in something—your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life." Create your "dots" now, while you're in college, and they will surely connect in your future. That's the "why" of this chapter.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.



Lily Tomlin, comedian

DFree/Shutterstock.com; Debby Wong/Shutterstock.com; ako photography/Shutterstock.com; Evan El-Amin/Shutterstock.com; Ga Fullner/Shutterstock.com; DFree/Shutterstock.com; Featureflash Photo Agency/Shutterstock.com; Christian Bertrand/Shutterstock.com

Or your family has grown and you need a career that brings in more resources. That's what community colleges are for. You may be older than the students sitting around you, but you deserve the same educational opportunities. Interestingly, according to research, the most important factor in job satisfaction isn't what you might predict, like money, status, or power. The number one contributor to job satisfaction, statistically speaking, is the quality of your relationship with your boss.[5] Here are some suggestions to help you launch the career you're aiming for.

Try on a Career for Size

career an occupation, profession, vocation, or trade that typically requires some training or preparation and allows for advancement

If all your jobs thus far have been just that—*jobs*—to help you pay the bills, how do you know what you want in a *career*? A **career** is different from a job. It's a profession you've chosen and prepared for. Perhaps you've had more than a string of jobs, and your career is well underway, but now you'd like to go in a different direction. Or perhaps you haven't launched your career yet. Exactly how *do* you launch a new career? You have to start somewhere, so perhaps you'd search online or through actual newspaper job ads. There are plenty of career exploration websites online. Check out the following career mega websites to explore some options:

- CareerBuilder.com
- Monster.com
- Occupational Outlook Handbook (www.bls.gov/ooh/)
- Glassdoor.com
- Monster.com
- USAJobs.gov
- LinkedIn
- SimplyHired.com
- ZipRecruiter.com
- Indeed.com
- Ladders.com

You can Google and surf to your heart's content.

But you may be likely to read something like this: "Opening in . . . (anything). Experience required." Isn't that the way it always goes? You have to *have* experience in order to get a job that will *give* you experience. This problem is one many people face. Sure, you have experience. It's just not the right kind. Perhaps you've bagged fries, mowed yards, bussed tables, and chauffeured pizzas up to this point. If that's not the kind of experience the posted opening is looking for, how do you get the right kind? Or perhaps you're in school to switch career fields. You have experience, but it won't help you go in a different direction. During your time in

college, it will be important to try a job on for size. Take a look at the three possibilities described in Figure 12.1.

These experiences help you in three ways. First, they allow you to test a potential career field. The actual day-to-day work may be exactly what you expected, or not. They show you whether that particular career field is one you'd really be interested in. *I had no idea this field was so cutthroat, hectic, dull . . . exciting, stimulating, invigorating.* . . . A thumbs-down can be just as informative as a thumbs-up. At least you can remove one option from your list. Second, internships, co-ops, and service-learning opportunities give you experience to list on your résumé. And third, they help you make connections with others in the field, and sometimes they even lead to employment. Roughly half of employers today indicate they would be much more likely to hire a candidate who has completed an internship or apprenticeship.[6] See Exercise 12.1 to try on a career for size as you continue reading this chapter.

"Experience is like a comb that life gives you when you are bald."

Navjot Singh Sidhu, former Indian cricketer, politician, and television personality

The key to successful trial experiences such as internships is the relationship between you and your sponsor in the host organization. If you're not being given enough to do, or not allowed to test your skills in a particular area, speak up. The answer may be put in terms of company policy, or you're

Figure 12.1

Three Ways to Try a Job on for Size

	DESCRIPTION: WHAT IS . . .?	WHAT KIND OF EXPERIENCE DO I GET?	WHY WOULD I WANT TO DO IT?	HOW DO I GET INVOLVED?
An Internship or Apprenticeship	An internship is an opportunity for you to work alongside a professional in a career field of interest to you, and to learn from that person.	Your supervisor will mentor you, and you'll get a clearer picture of what the career field is like.	You'll gain experience and insights into a job or career field while still in school. Some majors will even require you to complete an internship as a part of your program, for licensure or certification, for example.	Internships may be offered through your academic major department, or through a central office on campus, or sometimes you can pursue one on your own through the internet or personal connections.
A Co-op Program	Co-op programs allow you to take classes and then apply what you've learned on the job, either after or while you take classes.	You may take classes for a term and then work full-time for a term. You can test a career field.	A potential employer can get a sense of your potential, and you can gain practical experience to put on your résumé.	Your advisor will be able to tell you whether your program has co-op opportunities.
Service-Learning	Some classes contain service-learning experiences in which you volunteer your time.	A service-learning component built right into the syllabus can give you valuable, practical experience.	The emphasis is on hands-on learning and connecting what you're learning in class with what you're experiencing out of class. If you take a class on aging, for example, you may work with a senior citizen at an assisted living facility to apply what you're learning in class.	If you're particularly interested in hands-on learning, ask your advisor to recommend classes with service-learning components that will benefit you.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Exercise 12.1 What If . . . A Crystal Ball for Careers?

None of us has a crystal ball that lets us look into our own personal futures. Having one might save us some time and trouble, but we might not always like what we see! But we do have career specialists that look at job trends for the coming years and agencies that make information about those careers readily available. Take a look at their predictions for the top-paying twenty-seven career fields that typically require a two-year degree or less.[7] If you are doing this exercise on your own, randomly choose a number between one and twenty-seven. Assume the career associated with that number is what your imaginary crystal ball—if you had one—shows you about your own future. Your instructor may also assign you a random career from the list provided. Either way, after your future career is revealed, answer the questions that follow here.

"The magic is inside you. There ain't no crystal ball."

Dolly Parton, American country singer, songwriter, and actress

1. Dental hygienist
2. Diagnostic medical sonographer
3. Registered nurse
4. Web developer
5. Respiratory therapist
6. Cardiovascular technologist
7. Electrician
8. Plumber
9. Commercial diver
10. Paralegal
11. HVAC technician
12. Surgical technologist
13. Heavy equipment operator
14. Licensed practical or vocational nurse
15. Medical laboratory technician
16. Computer programmer
17. Commercial pilot (non-airline)
18. Network systems administrator
19. Multimedia artist (video gaming, entertainment)
20. Electrical or electronics engineering technician
21. Police officer
22. Aircraft mechanic
23. Mechanical engineering technician
24. Architectural drafter
25. Civil engineer
26. Graphic designer
27. Diesel mechanic

1. Why would (or wouldn't) this be a good career choice for you? Identify as many reasons as you can.
2. Do some research on your hypothetical career. What would it take to enter this career in terms of qualifications and education?
3. If the career you've been given randomly doesn't fit, identify one from the list (or one you're actually pursuing) that does. Why did you select the one you chose?
4. What does this activity tell you about yourself? What conclusions can you draw from it?

"not quite ready for prime time." Nevertheless, you must communicate about these kinds of important issues. No one can read your mind! As you work toward launching your career, keep up with the latest information. Read up on résumé writing and interviewing, networking, hot career fields, and the latest employment trends. Use the information in this chapter to pique your interest, and search further on your own.

Build a Portfolio of Your Best Work

Even though it feels good to progress through your degree plan, and move on from one course to another, it's important to keep a record of each class. Potential employers may want to know exactly what you learned in Principles of Web Design, so that they can tell if what you learned matches the way their company does things. An interviewer may ask you about the course you were most successful in. You don't want to hesitate and say, "Uh, let me get back to you on that. . . ." You want to sound knowledgeable. Build a portfolio of your best work. Your community college may have a formal way to help you do that through a course management system like Canvas or Moodle or an online electronic portfolio requirement, for example. If not, begin compiling a portfolio of your own. Keep copies of your best papers or other assignments, and write a summary of how each assignment relates to your career goals. If a prospective employer asks you about your writing skills, you can produce a paper on the spot. Or if you bring a laptop with you to an interview, you can access your best PowerPoint presentation or video creation, or show a website you designed yourself.

Brand Yourself

As business guru Tom Peters put it, "It's a new brand world."[8] It's not a typo; it's true. The coffee mug you may have in your hand right now has a logo on it. So does the tee shirt you're wearing, the phone in your hand, and the flat screen on your wall. Brands are everywhere; they stand for something—for example, quality, consistency, or status. If you're true to a particular brand of coffee, you know you'll get the exact same double mocha latte with nonfat milk in Detroit, Duluth, or Denver. In today's "new brand world," you can use the internet to publicize the brand called you. Think about it: Instead of posting empty status updates ("I'm sitting in my car in the parking lot and …") or, as some people do, putting up photos you wouldn't want everyone to see on the front page of *The New York Times*, why not use the internet to launch your career?[9] If you're just getting a start on the power of social media to build your credibility, follow these steps:

Ilya Andriyanov/Photos.com; Twiggy Van Daele/Photos.com

"It's this simple: You are a brand. You are in charge of your brand. There is no single path to success. And there is no one right way to create the brand called you. Except this: Start today."

***Tom Peters, "The Brand Called You,"* Fast Company**

1. **Identify your brand.** Think about famous people. What does Oprah Winfrey stand for? Empowerment? Generosity? Business acumen? What do *you* stand for? What are you known for? What's your reputation? (Hint: You already have one.) What's unique about you? What sets you apart from other job applicants? What do you value? What are your interests? Do you speak another language or two? Have you traveled to other

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

cultures? Have you completed projects that won awards? Internships that gave you experience?

2. **Create a personal branding statement.** Most résumés begin with a wordy, vague objective statement like this, "Objective: To get a job in social media and put my skills to good use." What does that mean, exactly? Instead, put some thought into your personal brand and sum it up in a pithy, memorable statement: "I'm known for having a head for business and a heart of gold." Then in your résumé, you can describe your entrepreneurial efforts starting "pizza and poli sci" study groups that raised everyone's exam grades (head) and also point out your volunteer work (heart). Or "I see opportunity in every challenge." Then during an interview, you can describe working your way through college by holding down three jobs at once. Or, "I help people plug in and power up their technology skills." Use action verbs; they stand out. People might remember "plug in" and "power up" because you used two verb phrases and created a mental image.
3. **Manage your brand.** Blog passionately about something you care about to increase your visibility, read articles about the career field you'd like to join, or buy a domain that consists solely of your name and build a website that attracts viewers. Update all your brand accounts at least weekly. Use professional sites like LinkedIn and the many functions associated with it by building a complete profile, joining groups, following particular companies, and making connections. LinkedIn is a professional social media site, a virtual online rolodex with 740 million members from more than 200 countries and territories.

"Let excellence be your brand… When you are excellent, you become unforgettable. Doing the right thing, even when nobody knows you're doing the right thing will always bring the right thing to you."

Oprah Winfrey, actress, producer, media host, and philanthropist

4. **Design business cards.** "But wait," you say. "I don't even have a job yet." It doesn't matter; everyone should have a business card with a high-quality headshot, personal brand statement, and contact information. After you create your business card, you can share it virtually via your phone using any one of a number of apps.[10] During interviews, give every interviewer your actual card or an e-version, and you'll demonstrate just how serious you are about the job search.
5. **Leverage social media.** Establishing a personal brand takes time and thought, but social media comprise the best advertising anyone could buy—and it's (mostly) free! Use it to publicize your enthusiasm, your skills, and your energy. It's never too soon to start your job search.[11]

Network, Network, Network!

The old saying is partially true: "It's not *what* you know, it's *who* you know." Who you know *is* important, but what you know is important, too. Another version of the saying, which is more accurate, goes like this: "It's not who you know, it's who you know, knows (and who THEY know)." Career advisors always recommend that you network with both "strong ties" (a professor who knows your work and has contacts in the community) and "weak ties" (your cousin's brother's friend who already works in a related field).[12] But they now also recommend that you capitalize on "workplace ties." In

"Don't follow your dreams; chase them."

Richard Dumb

one study, more than 60 percent of new hires were selected based on recommendations from former bosses, coworkers, or clients, for example. "The best way to increase the likelihood of getting the job you want later may be to treat your colleagues well at the one you have now."[13] If you use LinkedIn, you can build an online network of contacts, contacts of your contacts, and so forth. In minutes, you can find thousands of people who know people who work in the industry you're interested in. According to the site, you can connect, stay informed about your contacts and industry, and find the people and knowledge you need to achieve your goals. And of course, instead or in addition, you can network with real people in person, too. Ask people you know about who they know that works in your career field, contact these people, meet for coffee, for example, and pursue networking the old-fashioned (but highly effective) way.[14] *But how can networking take place virtually?* you may be asking. Take heart: it *can* be done! For example, make full use of the chat feature during online meetings. Introduce yourself there, respond to others' contributions, and have LinkedIn open during the meeting so that you can note people you'd like to connect with later. Say yes to virtual events such as career fairs, and maximize your professional use of social media. There's a sense in which virtual networking is less intimidating than face-to-face networking during which you have to walk up to people and introduce yourself.[15]

"To dare is to lose one's footing momentarily. To not dare is to lose oneself."

Soren Kierkegaard, Danish philosopher and theologian (1813–1855)

Write the Right Résumé and Cover Letter

While companies may request and look at your online presence after applying for a job, learning how to write a résumé is still a vital skill for most of the jobs you might apply for.

In today's job market, how should a résumé be written? Can a résumé be solid, but not stuffy? Professional, but still personal? Thorough, but brief? Actually, there's more than one way to write a résumé, depending on how much experience you have in the career field you'd like to work in.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

- **Skills Approach:** If your work experience has little to do with the career field you'd like to enter, but you've learned important skills you could transfer to your new job, use a *skills* approach, as shown in Marcus Brown's résumé in Figure 12.2.
- **Chronological Approach:** If you have a work history that's relevant, use a chronological approach (that details job by job what you've done), as shown in Jennifer Ortega's résumé in Figure 12.3.

Figure 12.2

Skills Approach Résumé

Center your name, and use a standard résumé format. Many companies now scan résumés so that they can be read conveniently from one source, so use key words from the job ad.[16] If you submit a hard copy, skip the neon pink paper that you may think helps you stand out from other applicants. Go for a highly professional look.

Make sure your résumé is well organized and cleanly formatted. Research indicates that recruiters in many fields spend approximately six seconds on each résumé. Eye tracking studies show that they spend more time reading highly organized résumés with clear formatting.[17]

Provide numbers whenever you can. Text can be glossed over, but numbers stand out and make your accomplishments more "quantifiable."

Match words used in the job ad. If the ad says, the company is looking for a candidate who has "outstanding leadership skills," make sure those words appear somewhere on your résumé. Don't lie, of course, but most companies now use software that searches for particular terms.[18]

Select coursework that applies directly to the advertised position.

Even if you aren't applying for a job as a web designer, remember that technology is important in today's workplace. Don't underrate your competence. If you're a traditionally aged, younger student who's very tech-savvy, you should realize that many senior employees don't know as much as you do!

If you're able, show that you have worked all through college to demonstrate your commitment to your goal. If you don't have much experience, you may also emphasize volunteer work that you have done, if it relates.

Always obtain preapproval from your references, even if you don't list their names. You may be asked to provide them on a moment's notice.

MARCUS BROWN
1234 Aspen Way, Apartment 105
Great Bluffs, CO 89898
(555) 987–6543
mbrown@gbcc.edu

CAREER OBJECTIVE
To obtain a position as a web designer for a large healthcare organization

EDUCATION
Great Bluffs Community College, Great Bluffs, CO
Certificate in Web Design
GPA 3.2/4.0
Personally financed 100% of college tuition by working outside jobs

HONORS
Selected for City Council Outstanding Leadership Award (College Division), 2021
Awarded Technology Scholarship, GBCC Foundation

SUMMARY OF ACADEMIC COURSEWORK

Introduction to Web Graphics	Web Development Software
Introduction to Web Multimedia	Electronic Commerce
Principles of Web Design	Emerging Technologies

SKILLS
Technology
Do part-time freelance work, web-page design
Work in Word, PowerPoint, Excel, Marvel, InVision Studio, Adobe XD, and Sketch
Graphics
Designed flyers and posters for campus events for GBCC Office of Campus Activities
Writing
Wrote columns for GBCC student online newsletter

EMPLOYMENT HISTORY
Server, Pancake Heaven, 2019
Cashier, Toyland, 2018
Ticket Taker, Movies at the Mall, 2017–2019

REFERENCES (available on request)

Figure 12.3

Chronological Approach Résumé

JENNIFER ORTEGA
789 Breckenridge Court, Apartment C
Great Bluffs, CO 89898
(555) 333–9999
jortega@gbcc.edu

CAREER OBJECTIVE
To obtain a position as a web designer in a large healthcare organization

EMPLOYMENT HISTORY
2018–present Technology Helpdesk Manager, Central College (closed during shutdown)
- Developed new phone answering system that increased the unit's responsiveness by 50%
- Oversaw a staff of 10 student technology experts
- Installed software and made troubleshooting visits to approximately 15 faculty offices per week

2016–2018 IT Supervisor, Great Bluffs School District 1
- Coordinated software maintenance in 12 elementary school administrative offices
- Managed a team of 8 technology employees
- Installed financial software to improve budget management at the K-6 level

2014–2016 Sales staff member, Tech 4 U, Great Bluffs, Colorado
- Earned Salesperson of the Quarter Award, Jan–Mar, 2015
- Recognized with Sales and Service Award, June 2017
- Initiated store display rearrangement

EDUCATION
Great Bluffs Community College, Great Bluffs, CO
Certificate in Web Design
GPA 3.2/4.0
Personally financed 100% of college tuition

HONORS
Selected as the student body representative to GBCC faculty government
Earned a place on the GBCC Dean's Honor Role each term

SUMMARY OF ACADEMIC COURSEWORK

Introduction to Web Graphics	Web Development Software
Introduction to Web Multimedia	Electronic Commerce
Principles of Web Design	Emerging Technologies

SKILLS
Technology
Do part-time freelance work, web-page design
Work in Word, PowerPoint, Excel, Marvel, InVision Studio, Figma, Acrobat XD, and Sketch
Graphics
Design brochures for local healthcare organizations as a freelancer:
Forest Hills Rehabilitation Center, Mercy Hospital, and Sunnydale Senior Center
Writing
Write brochure content after consulting with management at these organizations

REFERENCES (available on request)

When writing a chronological resume, list the relevant positions you have held. Include the tasks you performed and skills you developed in each of those positions that might be useful in the job you're applying for.

Numbers are important and memorable! Notice how they stand out.

Providing specific dates and listing tasks, skills, awards, and accomplishments, like Jennifer has, gives you things to discuss with an interviewer.

Note that there are many different ways to say the same thing. Jennifer has noted that she was selected as the student representative. She has chosen particular wording to emphasize that this was an honor.

Start each phrase with a verb to emphasize action, and note that all verbs are in the same tense (past or present).

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Take a look to see whether you can detect the differences between these two sample applicants' résumés. Assume they earned the same degree and are applying for the same job.

It's likely that Marcus Brown is a traditionally aged college student. Notice that he has little experience in the field he'd like to work in after getting his certificate in web design. Contrast his résumé with Jennifer Ortega's where she has considerable experience working in the IT field. Rather than using a skills approach, her résumé uses a chronological approach that shows everything she's done that's related to the job she's applying for.

You may automatically assume that Jennifer has the advantage over Marcus, but the healthcare company with the opening may be looking for fresh, new talent, and Marcus should capitalize on his web design freelance work or get an actual internship with a professional web designer. Everyone has to start somewhere. Do your best with whichever approach fits you. Finally, remember that you can hire a professional to write a résumé for you, but if you read up on résumé writing and follow the suggestions here, you can do just fine on your own. Hiring a professional or going through an employment agency can be helpful, but they can also be expensive propositions. And if they promise you the moon ("You'll have a new job at the starting salary of your dreams in just one week!"), be wary.

When you submit a résumé, either in person, through the mail, or online, you should send a well-written cover letter along with it that briefly outlines your qualifications for the job, expresses your interest, and gives the person who reviews your résumé some idea of who you are. Try your hand at the cover letter in Exercise 12.2. Where has Marcus Brown gone wrong?

Exercise 12.2 Cover Letter Critique

Take a look at the following cover letter from Marcus Brown and critique it. What has he done right, and what has he done wrong?

15 September

To Whom It May Concenr,

I'd like to apply for your opening at Anderson-Wallace Healthcare Industries. I have heard a lot about your company and it sounds great. A friend of mine works there, and he said his starting salary was unbelieveable. What exactly do you do at your company? He's told me a few things, but I'm eager to learn more!

As you can see from my résumé, I don't have much experience. But I have just earned my web design certificate from GBCC, and I did pretty well. I want to start my career at a great company like yours.

I hope to hear from you soon.

Warmly,

Marcus Brown

After finding the mistakes Marcus made, rewrite this letter to bring to class or submit to your instructor.

Cover letters are more important than you might think. In fact, they can make or break your résumé, and there are rules about what makes a good one. Consider these suggestions:[19]

1. **Personalize the content.** The cover letter is where you can try to make an actual connection with the reader by highlighting how your skills and background fit the new position. And rather than using a generic greeting, do some Google research and find out the name of the person who's likely to be reading your letter if you can. Good résumés and cover letters lead to interviewing opportunities, and interviewing is a science in and of itself, one that just became more complicated with the onset of being interviewed by a robot. Read about virtual interviews in the Curiosity feature in this chapter, and see Figure 12.4 for the do's and don'ts of in-person interviewing etiquette.

Curiosity: Interviewing Virtually

Sweaty palms. Dry mouth. Pounding heart. Often, these are the signs of high anxiety for an upcoming job interview for a position you really want. But what if that job interview isn't with a person? It's with a robot. Then what? Does your anxiety go up or down? "More and more employers are jumping on the AI bandwagon to enhance their recruitment efforts—and with good reason. When used appropriately, AI-powered recruitment tools can help to reduce or eliminate bias, improve the candidate experience, decrease time to hire, and lower future turnover."[20] But candidates being screened by an algorithm? Really?

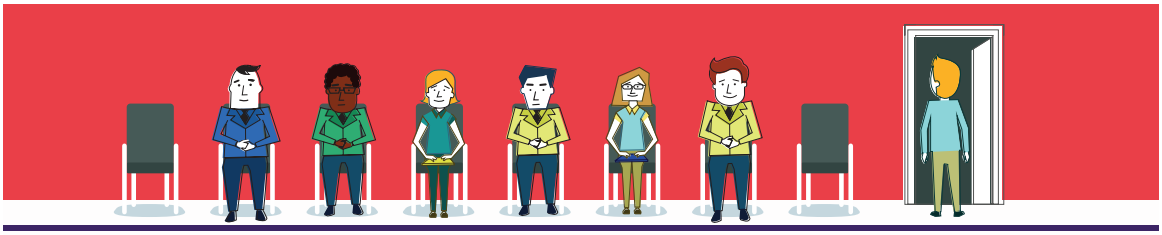
While nearly all Fortune 500 companies are now employing some kind of AI to screen candidates, and 70 percent or more of hiring managers think it's here to stay, interviewees have both positive and negative reactions to the world of bot interviews. Some candidates have come to expect the experience as part of the hiring process, and some are somewhat freaked out by it. You may be interviewed over Zoom by one person or a hiring committe, or it may just be you alone being recorded answering questions that have been sent to you. One interviewee reacted, "It was very unnatural. I'm a big people person; when I'm in front of someone, I'm using my hands and making eye contact. It's awkward when you're just doing that for yourself." There's no feedback, no eye contact, nothing personal.[21] While these perceptions are valid, robo interviews are most likely here to stay, so how should interviewees adjust? Consider these recommendations:

1. **Skip the small talk**. Interviews often begin with chitchat ("So how was the trip?" "Nice office you have here!"), but that's one thing you don't have to worry about with a robot. On the other hand, "you can't rely on charm to float you through weak points in the interview, because robots don't have the time or the inclination to bond with you."[22]
2. **Remember that you're being recorded**. Your hand gestures and eye contact are important, especially if you're applying for a people-oriented job, such as a customer service position. You may feel silly staring at a blank screen or talking into what feels like an empty auditorium and looking into a small white light at the top of your laptop screen to simulate eye contact, but AI is paying attention, and so will human hiring decision-makers, eventually. Some interviewing software allows you to pause the recording and collect your thoughts, some have strict time limits and timeouts, and some allow you more than one try.
3. **Rehearse and review how you come across**. It's a good idea to practice via Zoom even if the actual platform will be different. You can research some likely questions, hit the record button on Zoom, and when you're done, watch your practice interview to improve how you're coming across.
4. **Be assured that the algorithm is concentrating on the right indicators**. Rather than being hired because a human interviewer thought the two of you had good chemistry, AI will pay attention to the actual requirements of a specific job. Good chemistry during a twenty-minute interview with one or two people may not predict how good a fit you are for a whole department or an entire organization. And since you're being evaluated initially by an algorithm, make sure to use key words in the job ad, and sound confident. What are robots looking for? AI analyzes for honesty, values, and personality.[23]
5. **Rely on everything you've learned in college.** From how to communicate via webcam; to body language; to sounding confident in your synchronous classes—it all counts. "Robots can analyze job interviews using 15,000 different factors, including body language and facial cues to vocal tone."[24] The purpose of a job interview is to provide information about who you are and what you have to offer and to get information about the organization with whom you're interviewing. While critics say robots make the hiring process less human, proponents say it makes it more effective.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Figure 12.4

Quick Study: Interviewing Etiquette



INTERVIEWING ETIQUETTE

DO

Play up the positive. Interviewers often say, " What's your worst fault?" Have a good answer ready, so that you don't say the first thing that comes to mind. "Oh, that's easy! Oversleeping!" is an example of an "open mouth, insert foot" mistake.

Stay on track. Interviewers often open with, " So, tell me about yourself." Zero in and give job-focused answers. Talk about your career goals, what you liked about your last job, what you can bring to this one, what kind of job experience is important to you, etc.

Get some answers, too. A job interview is like a first date. Ask the interviewer key questions: "*What does this company value?*" "*What's a typical day like for you?*" "*How did this position come about?*" The interviewer's answers will tell you a lot about how well you may or may not fit in.

Watch for questions out of left field. Sometimes interviewers ask bizarre questions, like: How many pieces of pizza does the average American eat a year? Unless you're a trivia buff, you won't know—and interviewers aren't looking for a real answer. They want to see if you'll get ruffled, and they want to learn more about how you think.

Know what you're dealing with. Candidates who don't do their homework usually don't get the job. Go online to read up about where you'd like to work. And it goes without saying (although here it is, anyway) that you should arrive early, dress professionally, overprepare, and send a follow-up thank-you note or e-mail—or both.

DON'T

Don't humblebrag. Humblebragging makes you sound like a martyr while at the same time, tooting your own horn: "I should be a better team player, but no one else seems to care as much as I do." Humblebragging actually hurts your chances of getting the job.[a]

Don't engage in "true confessions." Don't go into your family background, your personal problems, or bash a former employer. (The interviewer may worry that you'll bring those problems with you to this new job.) And whatever you do, don't answer a phone call or text during an interview.

Don't start off with salary questions. "So tell me about the salary again? Any way to notch that up a bit?" isn't a good way to start. Of course, you're in it for the money but not just for that. Every job you have will help you prepare for the next one. Don't start negotiating a salary until you've actually been offered a job.

Don't assume you'll just have to talk. Increasingly, interviews involve applying your knowledge as you would on the job. If you're a social media manager candidate, you may have to demonstrate your knowledge. Sample question: "Kanye West just released a new fashion collection. You can see it here. Imagine you had to write a tweet promoting this collection. What would your tweet be?"[b]

Don't negotiate naively. If asked to name a salary figure, be careful. Saying "I could probably live on $40,000" when the interviewer is authorized to start with $45,000, has just given him permission to lower the salary. Instead, ask what the salary range is. Research the salaries of similar jobs, and—even better—have another job offer waiting, so you have choices. Otherwise, you're not negotiating; you're begging.

ProStockStudio/Shutterstock.com; Peter Etchells/Shutterstock.com; venimo/Shutterstock.com; nikiteev_konstantin/Shutterstock.com; Rashad Ashurov/Shutterstock.com; Goran Petric/Shutterstock.com; FMStox/Shutterstock.com

Sources: (a) Gino, F. (2015, May 20). The right way to brag about yourself. *Harvard Business Review*. Retrieved from https://hbr.org/2015/05/the-right-way-to-brag-about-yourself; Nobel, C. (2015, July 13). 'Humblebragging' is a bad strategy, especially in a job interview. *Forbes*. Retrieved from http://www.forbes.com/sites/hbsworkingknowledge/2015/07/13/humblebragging-is-a-bad-strategy-especially-in-a-job-interview/#271a0dfd538f; (b) Friedman, T. (2013, May 28). How to get a job. *The New York Times*. Retrieved from http://www.nytimes.com/2013/05/29/opinion/friedman-how-to-get-a-job.html?_r=0

2. **Tell a story.** What's the most interesting thing you've done relative to this potential new job? Call out anything about your résumé that's particularly interesting.
3. **Keep it to one page, and use bullet points for impact.** Remember that recruiters are reading dozens, if not hundreds, of cover letters. Do what you can to make it easier for them to understand your message quickly.
4. **Show how you fit the culture.** Employers are all about fit these days, and fit is important for employees to consider, too. Point out that you're a team player if the ad mentions a collaborative environment or talk about your initiative if the ad mentions "self-starters wanted." Cover letters are a good place to talk about your soft skills, too. Show some personality without going overboard.
5. **End with a question.** Questions are invitations for a response. "Will you be making your selection within the month?" or "When might finalists for the position expect the interviewing to begin?" Without begging, demonstrate your genuine interest.

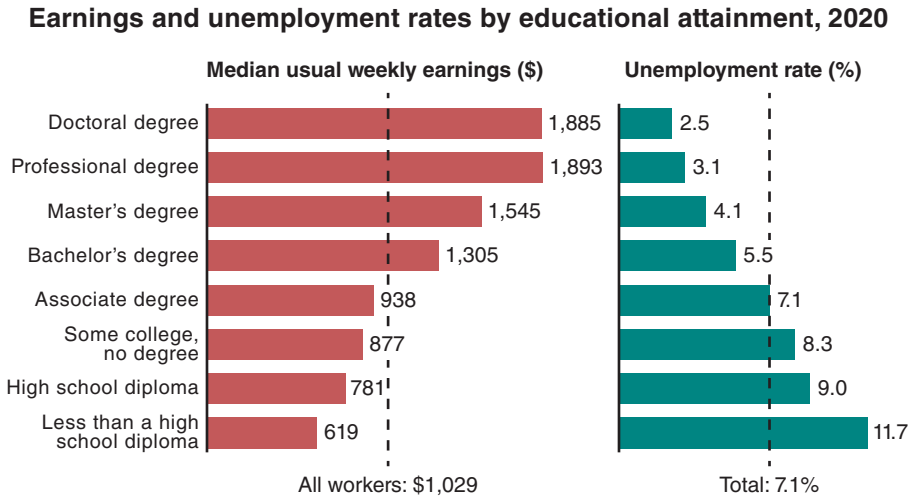
Continuing Your Education

Like Anthony Lopez, perhaps you're exploring the idea of continuing your education. Typically, the more education you get, the more money you can make, the more you can do, and the more responsibility you have. Figure 12.5 summarizes both earnings and unemployment rates by educational level achieved, but the decision to continue is yours and yours alone. You know yourself and your interests best.

By the end of the FOCUS Challenge Case, Anthony was considering four alternatives: an associate degree, a bachelor's degree, a master's degree, and a Ph.D. Each level of these four educational paths has distinct differences he needs to know about. Anthony seems to have "found his bliss," and his

Figure 12.5

Education Pays



Source: Bureau of Labor Statistics. (April 21, 2021). Available at https://www.bls.gov/emp/chart-unemployment-earnings-education.htm

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

"Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful."

Albert Schweitzer theologian, philosopher, and physician (1875–1965)

heart is in the work. He is convinced that being a social worker is the right career field for him. He is motivated, engaged in what he's learning, and looking forward to a career of service. But at what level? Figure 12.6 lists some basic considerations for Anthony. Can you compare his choices to ones you may be considering?

If Anthony thinks he may wish to take the first step beyond getting his associate degree, he must begin planning now. Sometimes students who transfer to a four-year institution experience what's called "transfer shock." Courses can be taught differently, classes can be larger, and in a class with several hundred students, the atmosphere can seem more impersonal.

Figure 12.6

An Educational Career Path[25]

	ASSOCIATE DEGREE IN SOCIAL (HUMAN) SERVICES	BACHELOR'S DEGREE IN SOCIOLOGY(OR A RELATED FIELD)	MASTER'S OF SOCIAL WORK (MSW)	PH.D. IN SOCIOLOGY (OR DOCTOR OF SOCIAL WORK)
Average Time to Complete:	2 years	4–5 years	2 years beyond a bachelor's degree	3–4 years beyond a master's degree
Average Number of Required Courses:	Approximately 20	Approximately 40	10 courses and 900 hours of supervised field experience or internship	10 (plus dissertation)
Type of Work:	Social Service and Human Service Assistant or Aid: work with social workers, pharmacists, psychologists, etc. Varying levels of responsibility. Help people in need.	Social Worker (although an MSW is increasingly required): help clients cope with serious challenges (like substance abuse or homelessness). Work in schools, public health agencies, hospitals, etc., and visit clients in their homes.	Social Worker clinical work: supervise other social workers, manage case loads. Must pass state licensure exam. May wish to go into private practice at least part-time. May specialize in such areas as • Child, family, or schools • Medical and public health • Mental health and substance abuse	Professor, High-level administrator, researcher: May teach at the college or university level, conduct research, or run a healthcare or nonprofit organization, for example.
Job Growth:	Much faster than average). Expected growth of 17 percent between 2020–2030.	Faster than average. Expected growth of 12 percent between 2020–2030.	Favorable, 10–12 percent, faster than average (varies by type of specialization).	Slower than average, 5 percent for faculty positions (although varies by type of specialization and preference for full- or part-time work).
Median salary:	$35,960 per year (as of May 2020)	$51,760 per year (as of May 2020)	$64,2105 and higher; $69,600 per year for social and community service managers (as of May 2020)	$86,110 (as of May 2020).

According to research, math and science courses, in particular, may seem (and be) harder.[26] The campus itself may have a very different feel to it, and transfer students can feel lost and isolated, which can hurt their academic performance. Anthony must work closely with his community college advisor and an advisor at the school where he plans to transfer, to make sure his credits are transferable. His goal should be to make the process as seamless as possible by visiting the new campus now and talking with advisors and professors there. Take control of the situation: Ask for help, if you need it, and get involved in campus life.[27]

"Goals are the fuel in the furnace of achievement."

***Brian Tracy,* Eat that Frog**

The important thing for Anthony—and for you—is to determine what you really want. Many different educational and career paths exist. Don't feel pressure from others to continue your education if you know that decision isn't right for you—or isn't right for you *now*. Think about your goals in life, what you want to achieve, and what kind of work you would find most fulfilling, and then decide which educational level is right for you.

Put What You've Learned to Good Use: Ten Things Employers Hope You Will Learn in College

Regardless of which fork in the road you choose—launching a career or transferring to a four-year school—college teaches many lessons, and they're not all about the subject matter in your classes. Much of the academic professionalism you've developed in college can easily translate into career professionalism, with some thought and application on your part. Thanks to having gone to college, you can begin your career with some ready-to-go professional advantages. Here is a set of ten things employers care about, regardless of exactly which college courses you've taken or degree you've worked on. As you evaluate, think about which ones are already in place for you. Employers want you to:

"Bring your whole self to work. I don't believe we have a professional self Monday through Friday and a real self the rest of the time. It is all professional, and it is all personal."

Sheryl Sandberg, chief operating officer, Meta Platforms and the founder of LeanIn.org

1. **Exhibit a work ethic.** In college, you demonstrated your work ethic. Perhaps you labored over assignments to produce your best work. In the world of work, organizations prefer to hire winners, not slackers. Winners are motivated and reliable. They know how to kick into high gear when necessary. Not only is day-to-day performance important, but so is how you handle yourself at crunch time. Someone once said, "Every job is a self-portrait of the person who did it. Autograph your work with excellence." Your work ethic says a great deal about who you are.
2. **Study up.** In college, you were encouraged to learn deeply, not just memorize facts. Transfer this principle to the workplace. On the job, learn the ins and outs of your industry. If you are an automotive mechanic, know more than just about the nuts and bolts and transmissions of the cars you work on. Learn about the automobile

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

maker's history, what the company stands for, its vision and values, and the reputation it has earned from customers. It's easy to get tunnel vision and lose sight of the bigger picture.

3. **Prove you're a problem solver.** While taking your college classes, you learned problem-solving skills. Some of those problems were personal (*Who can I get to watch my kids at the last minute?*), and some were academic (*Why* was *Edgar Allen Poe so "dark"?*). On the job, everyone values the person who comes up with a workable solution when everyone else is stumped. And your boss will value you more if you come up with solutions yourself. Instead of, *What should I do about X?* say, *We're facing Problem X. Should I do A, B, or C?* You've proven that you've already thought about the problem and generated three possible solutions and demonstrated that you can think on your own.
4. **Speak and write well.** Your college career may have put more emphasis on these skills than any others. In today's world of abbreviated texts and Tweets (TBH = To Be Honest) and empty conversation ("And they're . . . like so . . . you know . . . whatever . . ."), you can become a super star on the job by just speaking and writing well. And in addition to speaking (virtually or in person) and writing, learn to listen to what's *really* being said and why. With practice, you can listen past the bravado or baloney and get to the *real* message. That's important!
5. **Polish your people skills.** Your college instructors may have assigned group projects in your classes to help you learn teamwork skills. Good teamwork skills are key to a successful career in anything! People can be difficult to work with, yet *people* are the way work gets done.

"When one door closes, another opens. But often we look so long, so regretfully, upon the closed door that we fail to see the one that has opened for us."

Helen Keller, American author, activist, and lecturer (1880–1968)

6. **Learn the rules of the game.** In school—and throughout your life—you have learned what's sometimes called "The Hidden Curriculum": things everyone knows, more or less, but never learned formally. For example, most people know that it's not polite to tell off-color jokes to people you've just met or smack your gum while giving a speech. In college, the hidden curriculum includes items that students are expected to know about how to succeed, even if that doesn't appear in the syllabus. In the same way, on the job, the "grapevine," or informal network, is important to understand. To be successful, you must be tuned in. Understand the culture of the organization you work for. What does it value? Who holds the power? Where do you fit in, and what can you contribute?
7. **Know how to gather information and use it.** In college, you're asked to develop your research skills. It's easy to think that each paper for a class is just another assignment to check off the list, when, actually, you're developing skills that will be critical to your success later. You don't just string together pieces of information when you do research for your college classes. You analyze research through the "eyes" of the problem you're trying to address and *your* perspective on it. You weave ideas together to make an argument.
8. **Understand that numbers count.** Unfortunately, math gets a bad rap. Many people approach math classes in college with "fear and loathing," when, actually, math is a key to success in the world of work. If you can understand spreadsheets or figure out the budget, you'll be ahead of

the game. Some people de-emphasize the importance of financial skills by referring to them as "bean counting" or "number crunching," but people who know how to apply math on the job are highly sought after.

9. **Go for extra credit.** In some of your courses, your instructors may give extra credit. You could be allowed to do something extra, beyond the requirements on the syllabus, to raise your grade. But what's extra credit in terms of your career? On the job, you have "extra credit" when your abilities stand out. You speak German and no one else does, so when something needs translating, you're the go-to person. Or you're so exceptional at PowerPoint that you're affectionately referred to as the "PowerPoint Guru."
10. **Manage your time, your attention, and yourself.** College is about self-responsibility. You're in charge of your education; you call the shots. If you manage your time and money, you can focus as you should on your courses. If you "spend" unwisely—in either area—you lose your focus and your performance slips. In your career, the same will be true. Your ability to manage time, your attention, and yourself will affect your personal and professional future.[28]

What Ifs

Life is full of "what ifs?" isn't it? What if you had dated someone else? What if you took the other job? What if things were different?

What If College Isn't Right for You?

What if you decide, after a term or two, that college isn't right for you? Perhaps your heart just isn't in it, and neither is your head. If so, know that you aren't alone. That realization comes to many students. The important question to ask yourself is whether you're really making the right decision, not just getting discouraged if college seems too challenging. Remember that "College is a team sport," and use all of the campus resources available to you before you abandon your efforts. But something other than college may also be the right decision for you—right now at this particular point in your life. However, this kind of decision is one you shouldn't make lightly.

Dean Drobot/Shutterstock.com

"Every adversity, every failure, every heartache carries with it the seed of an equal or greater benefit."

Napoleon Hill, author,* Keys to Success: The 17 Principles of Personal Achievement *(1883–1970)

What If You Can't Finish a Degree Now?

Even though you have dreams and goals, sometimes "life happens." A turn of events changes everything, a new job consumes all of your time and energy, or someone needs you. Don't feel like a failure if that happens. Take time off, regroup, and come back when you can. Going to college expands your thinking and gives you a whole new take on life. It stimulates growth. Beyond a certificate or diploma, the learning that takes place in college changes you forever—and it's worth the investment in your future.

Think of this comparison. Every time your relatives visited when you were a kid, they remarked about how much you'd grown. Or when you went to visit them, they'd measure you and mark a notch on the wall to compare your height now to the one from last year's visit. They loved watching you grow, and the fact that they noticed made you feel special.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

If you're waiting for a sign,

THIS IS IT.

~Anonymous

There's no doubt that in this first term of college, you have grown. You have gained new perspectives, new insights, and new ways of thinking about things. Like your relatives, others may notice. If those close to you are threatened by these changes, reassure them that your newfound knowledge hasn't made you think less of them. Remember the words of writer M. L. Boren, "You should have education enough so that you won't have to look up to people; and then more education so that you will be wise enough not to look down on people." If they are proud of you and your accomplishments, and have supported you along the way, thank them!

The important thing is to keep learning and never stop. Continuing to learn—whether in college or in life—is what will determine who you are and what you will become. Learn new things, update your goals, and reinvent yourself. This text, and the course for which you're reading it, have begun that process. Now the rest is up to you!

Insight: *Now* What Do You Think?

At the beginning of this chapter, Anthony Lopez faced a series of challenges as a new college student. Now after learning from this chapter, would you respond differently to any of the questions you answered about the FOCUS Challenge Case? Using what you learned in the chapter, write a paragraph ending to Anthony's case study. What are some of the possible outcomes for Anthony?

Action: Your Plans for Change

1. Identify one new thing you learned in reading this chapter. Why did you select the one you've selected? How will it affect what you do in your college classes?
2. How will this chapter change how you approach your future, no matter which fork of the road you choose as a next step? What will be most challenging for you?
3. How do you plan to increase your skills in college so that you can be more successful in your next step?

Reality Check How Much Did You Learn?

At the beginning of this chapter, you filled out a "Readiness Check" that asked how you thought this chapter would relate to you and how you would relate to it. Now, fill out this "Reality Check" to find out.

1. What is *networking* and how can it help you?
2. Why is it advantageous to build a portfolio of your best work?
3. Why is continuing your education potentially important?
4. List three of the things employers hope you learn in college.
5. How long did it take? _____ hours _____ minutes. Before you began this chapter, you were asked to predict how long it would take you to complete this chapter (total time, even if you read it in more than one sitting). Was your estimate on target? Have you become more realistic in your estimates over time?

Reality: FOCUS Exit Interview

Although you have not quite completed your first term as a college student, we're interested in your reactions to college so far: how you have spent your time, what challenges you've experienced, and your general views about what college has been like. Please answer thoughtfully.

Information About You

NAME _____

STUDENT NUMBER _____ COURSE/SECTION _____

INSTRUCTOR _____

GENDER _____ AGE _____

NOTE: Questions 1–10 were asked on the Entrance Interview and need not be repeated here. The numbering below begins with number 11 so that the Entrance and Exit Interview results can be compared, if you or your instructor would like to do that. It may be interesting to see how your original expectations of college compare to your actual experience. Note, too, that the Exit Interview contains several added questions at the end about your future education.

Your College Experience

Your Reactions to College

11. Which of the following reasons to finish your college degree seem important to you now? (Check all that apply.)

____ I want to build a better life for myself.

____ I want to be well-off financially in the future.

____ My friends are going to college.

____ It is expected of me.

____ I want to continue learning.

____ I am unsure of what I might do instead.

____ I want to build a better life for my family.

____ I need a college education to achieve my dreams.

____ My family is encouraging me to continue.

____ I want to prepare for a new career.

____ The career I am pursuing requires a degree.

____ other (please explain).

12. How did you find you learned best in college? (Check all that apply.)

____ by looking at charts, maps, graphs

____ by listening to instructors' lectures

____ by reading books

____ by going on field trips

____ by looking at color-coded information

____ by listening to other students during in-class discussions

____ by writing papers

____ by engaging in activities

____ by looking at symbols and graphics

____ by talking about course content with friends or roommates

____ by taking notes

____ by actually doing things

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

13. The following sets of opposite descriptive phrases are separated by five blank lines. Put an X on the line between the two that best represent your response, like this: For me, high school was easy ____:__X__:____:____:____ hard

My first term of college:

challenged me academically	____:____:____:____:____	was easy
was very different from high school	____:____:____:____:____	was a lot like high school
was exciting	____:____:____:____:____	was dull
was interesting	____:____:____:____:____	was uninteresting
motivated me to continue	____:____:____:____:____	discouraged me
was fun	____:____:____:____:____	was boring
helped me feel a part of this school	____:____:____:____:____	made me feel like an outsider

14. How many total hours per week did you study outside of class for your college courses?

____ 0–5 ____ 6–10 ____ 11–15 ____ 16–20 ____ 21–25

____ 26–30 ____ 31–35 ____ 36–40 ____ 40+

15. Now what do you expect your grade point average to be at the end of your first term of college?

____ A+ ____ A ____ A− ____ B+ ____ B

____ B− ____ C+ ____ C ____ C− ____ D or lower

Your Strengths, Personality, and Interests

16. Which of these *strengths* or personal characteristics contributed to your college success? (Check all that apply.)

____ a. I am good at building relationships.

____ b. I can usually convince others to follow my plan.

____ c. I like to win.

____ d. I work toward future goals.

____ e. I like to be productive and get things done.

____ f. I have a positive outlook on life.

____ g. I'm usually the person who gets things going.

____ h. I enjoy the challenge of learning new things.

____ i. I am focused.

____ j. I can usually look at a problem and figure out a plan of action.

____ k. I work to keep everyone happy.

____ l. I'm a take-charge kind of person.

____ m. I help other people develop their talents and skills.

____ n. I'm a very responsible person.

____ o. I can analyze a situation and see various ways things might work out.

____ p. I usually give tasks my best effort.

17. How confident are you now in yourself in each of the following areas? (1 = very confident, 5 = not at all confident)

____ overall academic ability

____ mathematical skills

____ leadership ability

____ reading skills

____ public speaking skills

____ study skills

____ technology skills

____ physical well-being

____ writing skills

____ social skills

____ emotional well-being

____ teamwork skills

18. For each of the following pairs of descriptors, which set sounds most like you based on what you've learned about yourself this term? (Choose between the two options on each line and place a check mark by your choice.)

____ Extraverted and outgoing	or	____ Introverted and quiet
____ Detail-oriented and practical	or	____ Big-picture and future-oriented
____ Rational and truthful	or	____ People-oriented and tactful
____ Organized and self-disciplined	or	____ Spontaneous and flexible

19. *FOCUS* is about twelve different aspects of college life. Which did you find to be most interesting as they applied to your academic success? (Check all that apply.)

____ Starting strong, building resilience
____ Becoming mindful, setting goals
____ Learning styles and studying
____ Managing your time, money, and stress
____ Thinking critically and creatively
____ Learning online
____ Engaging, listening, and note-taking in class
____ Reading, writing, and presenting
____ Developing memory, taking tests
____ Communicating in groups, valuing diversity
____ Choosing a college major and career
____ Creating your future

Your Challenges

20. Of the twelve aspects of college life identified in the previous question, which were most challenging to apply to yourself in your academic work? (Check all that apply.)

____ Starting strong, building resilience
____ Becoming mindful, setting goals
____ Learning styles and studying
____ Managing your time, money, and stress
____ Thinking critically and creatively
____ Learning online
____ Engaging, listening, and note-taking in class
____ Reading, writing, and presenting
____ Developing memory, taking tests
____ Communicating in groups, valuing diversity
____ Choosing a college major and career
____ Creating your future

21. Which one of your current classes was most challenging this term and why?

Which class? (course title *or* department and course number) _____

Why? _____

Did you succeed in this course? ____ yes ____ no ____ Somewhat (please explain): _____

22. Please mark your *top three areas of concern* relating to your first term of college by placing 1, 2, and 3 next to the items you choose (with 1 representing your top concern).

____ I did not fit in.
____ I was not academically successful.
____ I had difficulty handling the stress.
____ I overextended myself and tried to do too much.
____ I did not reach out for help when I needed it.
____ I did not put in enough time to be academically successful.
____ I had difficulty making friends.
____ My grades disappointed my family.
____ I had financial problems.
____ I cut class (in-person or online) frequently.
____ I procrastinated on assignments.
____ My professors were hard to communicate with.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

____ I am now tempted to drop out.

____ I was not organized enough.

____ I was distracted.

____ Other (please explain). _____

____ I was homesick (because I had moved away).

____ I was bored in my classes.

____ My job(s) outside of school interfered with my studies.

Your Future

23. How certain are you now of the following (1 = totally sure, 5 = totally unsure)?

____ Finishing your degree

____ Choosing your major

____ Deciding on a career

____ Completing your degree at this school

____ Transferring to a four-year school

____ Continuing on to work toward an advanced degree after college

24. What are you most looking forward to after this semester/quarter?

25. Did you achieve the outcomes you were hoping to achieve at the beginning of this first semester/quarter? Why or why not?

You may gain some personal insights if you compare the questions in this "Your College Experience" section of the Exit Interview with the matching questions from the "Your College Expectations" section in the Entrance Interview at the front of the book. Or your instructor may ask you to write about your insights and intended Actions. Now continue on to these final questions about "Your Next Steps."

Your Next Steps

26. Looking ahead, how satisfied do you expect to be with your decision to attend this school?

____ very satisfied ____ satisfied ____ somewhat dissatisfied ____ very dissatisfied ____ not sure

27. Which of the following statements best reflects your educational intentions?

____ I plan to stay at this school until I complete my degree.

____ I plan to transfer to another institution (please identify which one _____).

____ I plan to stop out of college for a while (to work, for example) and then return to this school.

____ I plan to drop out of college.

28. If you are thinking about transferring to another institution, why would you do so?

____ This school does not offer my intended major (which is _____).

____ This school is too large.

____ I don't feel I fit in.

____ I want to go to a school farther from home.

____ I want to be closer to my friends.

____ I want to transfer from a two-year to a four-year institution.

____ other (please explain).

____ This school is too small.

____ This school is too expensive.

____ I want to go to a school closer to home.

____ I want to be closer to my boyfriend/ girlfriend /partner/spouse.

____ I will change job locations.

____ I want to transfer to a different two-year institution.

29. What was the biggest difference between what you thought college would be like and what it was actually like for you?

30. How have you changed the most over this first semester/quarter? In what ways are you different now that you've been in college? How will this introductory semester/quarter affect or change your future college experience?

Notes

Chapter 1

1. Smith, A. (2018, September 27). 2-year colleges increasingly enhancing first-year experience. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2018/09/27/report-highlights-different-ways-community-colleges-help-first-year-students
2. Paulson, K., & Boeke, M. (2006). *Adult learners in the United States: A national profile.* Washington, DC: American Council on Education; Staff. (2021). Adult learners: Who they are & what they want from college. *EAB*. Retrieved from https://eab.com/insights/daily-briefing/adult-learner/adult-learners-who-they-are-what-they-want-from-college/
3. Staff. (2019, June 11). Community college students are more likely to take, prefer online classes. *Online Learning Consortium*. Retrieved from https://onlinelearningconsortium.org/news_item/community-college-students-more-likely-to-take-prefer-online-classes/
4. Mitchell, T., & Kerr, E. (2019, July 10). 10 Reasons to Attend a Community College. *U.S. News & World Report.* Retrieved from https://www.usnews.com/education/community-colleges/slideshows/10-reasons-to-attend-a-community-college
5. Pappas, C. (2013, May 9). The adult learning theory—andragogy—of Malcolm Knowles. *eLearning Industry.* Retrieved from https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles
6. *Community College Research Center*. (2021). Retrieved from https://ccrc.tc.columbia.edu/Community-College-FAQs.html#:~:text=In%20fall%202018%2C%205.6%20million,down%2010%25%20from%20fall%202019; *Statista*. https://www.statista.com/statistics/421305/percentage-of-students-in-community-colleges-by-gender/;
7. Chen, G. (2021, January 15). 7 lucrative jobs you can land with a community college degree. *Community College Review*. Retrieved from https://www.communitycollegereview.com/blog/7-lucrative-jobs-you-can-land-with-a-community-college-degree
8. Crosby, O. (2002–2003, Winter). Associate degree: Two years to a career or jump start to a bachelor's degree. *Occupational Outlook Quarterly*, 2–13. Retrieved from https://www.bls.gov/careeroutlook/2002/winter/art01.pdf
9. What is the difference between associate's degree programs and certificate programs? *Bestdegreeprograms.org*. Retrieved from http://www.bestdegreeprograms.org/faq/what-is-the-difference-between-associates-degree-programs-and-certificate-programs
10. Different paths for different majors. (2007, January/February). Datanotes: *Achieving the Dream*.
11. Schawbel, D. (2010). *Me 2.0: 4 steps to building your future.* New York: Kaplan Publishing; Driscoll, E. (2012, June 4). What employers want from college grads. *Fox Business*. Retrieved from http://www.foxbusiness.com/personal-finance/2012/06/04/what-are-employers-want-from-college-grads/
12. Shoenberg, R. (2005). *Why do I have to take this course? A student guide to making smart educational choices*. Association of American Colleges and Universities. Washington, DC: AAC&U.
13. Linda Foltz and the Student Success Center advisors at the University of Colorado at Colorado Springs; Jennifer Sengenberger and Wayne Artis, Pikes Peak Community College; Kocel, K. (2008, March 12). *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/080312kk.htm; Knight, T. M. (2000, May 17). Planting the seeds of success: Advising college students with disabilities. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/000517tk.htm
14. The challenges of remedial education: Views of 3 presidents. (2006, October 27). *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/The-Challenges-of-Remedial/32361/
15. Developmental education and student success. (2006, September/October). *Datanotes: Achieving the Dream*. Retrieved from http://files.eric.ed.gov/fulltext/ED521317.pdf
16. Crews, D. M., & Aragon, S. R. (2004). Influence of a community college developmental education writing course on academic performance. *Community College Review, 32*(2), 1–18.
17. Settle, J. S. (2011). Variables that encourage students to persist in community colleges. *Community College Journal of Research and Practice*, *35*, 281–300.
18. Castellanno, A., & Curry, C. (2013, September 2). Diana Nyad: "We should never ever give up." *abcnews*.Retrieved from http://abcnews.go.com/US/diana-nyad-arrives-key-west-sets-record-cuba/story?id=20133986
19. Hess, A. J. (2020, December 16). As many as 30 million workers without college degrees have the skills to earn 70% more, report finds. *CNBC*. Retrieved from https://www.cnbc.com/2020/12/16/30-million-workers-have-the-skills-to-earn-70percent-more-report-finds.html
20. Blumenstyk, G. (2020, January 22). The Edge. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/newsletter/the-edge/2020-01-22?cid2=gen_login_refresh&cid=gen_sign_in
21. Crabtree, J. (2016, November 21). College is a much better investment than stocks, BAML analyst says. *CNBC*. Retrieved from http://www.cnbc.com/2016/11/21/college-is-a-much-better-investment-than-stocks-baml-analyst-says.html
22. Leonhardt, D. (2011, June 25). Even for cashiers, college pays off. *The New York Times*. Retrieved from http://www.nytimes.com/2011/06/26/sunday-review/26leonhardt.html
23. Community College FAQs. (2021). *Community College Research Center*. Retrieved from https://ccrc.tc.columbia.edu/Community-College-FAQs.html
24. Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *Journal of Higher Education, 75*(3), 249–284.
25. Tyler, M. D., Johns, K Y. (2009). From first-generation college student to first lady. *Diverse Issues in Higher Education Psychology, 25*(25). Retrieved from http://diverseeducation.com/article/12184/
26. Community college: FAQs. *The College Board*. Retrieved from http://www.collegeboard.com/student/csearch/where-to-start/150494.html; Giang, V. (2011, August 3). The most famous community college students of all time. *Business Insider*. Retrieved from http://www.businessinsider.com/the-most-famous-people-who-went-to-community-college-2011-7?op=1#ixzz2yDcivQv9; (2014). Notable alumni. *American Association of Community Colleges*. Retrieved from http://www.aacc.nche.edu/AboutCC/alumni/Pages/default.aspx
27. McCarron, G. P., & Inkelas, K. K. (2006). The gap between educational aspirations and attainment for first-generation college students and the role of parental involvement. *Journal of College Student Development*, *47*(5), 534–549.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

28. Martinez, J. A., Sher, K. J., Krull, J. L., & Wood, P. K. (2009). Blue-collar scholars? Mediators and moderators of university attrition in first-generation college students. *Journal of College Student Development*, *50*(1), 87–103; Collier, P. J., & Morgan, D. L. (2008). Is that paper really due today? *Higher Education*, *55*(4), 425–446.
29. Cox, R. D. (2009). *The college fear factor: How students and professors misunderstand one another*. Cambridge, MA: Harvard University Press.
30. Staff. (N.D.) Adjusting to College. *Counseling Center, University of Illinois, Urbana-Champaign*. https://counselingcenter.illinois.edu/brochures/adjusting-college
31. Parents' unexpected divorce can destabilize new college student's life (2006, January 10). *Penn State News*. Retrieved from http://news.psu.edu/story/206200/2006/01/10/parents-unexpected-divorce-can-destabilize-new-college-students-life
32. Brooks, R., & Goldstein, S. (2004). *The power of resilience: Achieving balance, confidence, and personal strength in your life*. Chicago: Contemporary Books, ix.
33. http://dictionary.reference.com/browse/grit.
34. Halvorson, H. G., (2011, February 25). Nine things successful people do differently. *Harvard Business Review*. Retrieved from https://hbr.org/2011/02/nine-things-successful-people#
35. Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology 9*, 1087–1101. Retrieved from https://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf
36. Duckworth, A. (2016). Grit: *The power of passion and perseverance*. New York: Scribner.
37. Achor, S., & Gielan, M. (2016, June 24). Resilience is about how you recharge, not how you endure. *Harvard Business Review*. Retrieved from https://hbr.org/2016/06/resilience-is-about-how-you-recharge-not-how-you-endure
38. Wise, J. (2010, May 23). Extreme fear: How to thrive under stress. *Psychology Today*. Retrieved from http://www.psychologytoday.com/blog/extreme-fear/201005/how-thrive-under-stress
39. Grierson, B. (2009, May 1). Weathering the storm. *Psychology Today*. Retrieved from http://www.psychologytoday.com/articles/200904/weathering-the-storm
40. Adams, S. (2011, April 9). How to get a real education. *The Wall Street Journal*. Retrieved from https://www.wsj.com/articles/SB10001424052748704101604576247143383496656
41. Di Meglio, F. (2012, May 10). Stress takes its toll on college students. *Bloomberg*. Retrieved from http://www.businessweek.com/articles/2012-05-10/stress-takes-its-toll-on-college-students
42. Goleman, D. (2007). Social intelligence: *The new science of human relationships*. New York: Bantam.
43. (2016). Learning from student voice: Most high schoolers feel unprepared for college and careers. *YouthTruth Student Survey* retrieved from https://youthtruthsurvey.org/college-and-career-readiness/

Chapter 2

1. Spielberg, S. (2016, May 27). Steven Spielberg to grads: "Earn This." *Time*. Retrieved from https://time.com/4351287/steven-spielberg-grad-speech/
2. MacKay, J. (2020, May 20). The 9–5 workday is dead: New research shows 92% of people work on evenings and weekends (even before the pandemic). *RescueTime*. Retrieved from https://blog.rescuetime.com/work-life-balance-survey-2020-2/
3. Wigert, B. (2020, March 13). Employee burnout: The biggest myth. *Gallup*. Retrieved from https://www.gallup.com/workplace/288539/employee-burnout-biggest-myth.aspx
4. Lamb, L. (2016, January 28). How Google and Twitter train their employees to be more mindful. *Fast Company*. Retrieved from https://www.fastcompany.com/3055974/the-future-of-work/how-google-and-twitter-train-their-employees-to-be-more-mindful
5. Schaufenbuel, K. (2015, December 28). Why Google, Target, and General Mills are investing in mindfulness. *Harvard Business Review*. Retrieved from https://hbr.org/2015/12/why-google-target-and-general-mills-are-investing-in-mindfulness
6. Staff. (2018, November 19). How mindfulness can help you employees and your bottom line. *Business & Beyond*. Retrieved from https://img1.wsimg.com/blobby/go/a13a1fcc-9dfe-4316-8988-cba6fe75ea3d/downloads/1cufk0qfk_933566.pdf?ver=1595966054347
7. Talbot-Zorn, J., & Edgette, F. (2016, May 2). Mindfulness can improve strategy, too. *Harvard Business Review*. Retrieved from https://hbr.org/2016/05/mindfulness-can-improve-strategy-too
8. Hazelrigg, N. (2019, July 10). Survey: Nearly half of students distracted by technology. *Insider Higher Ed*. Retrieved from https://www.insidehighered.com/digital-learning/article/2019/07/10/survey-shows-nearly-half-students-distracted-technology; LeBlanc, N. J., & Marques, L. (2019, May 28). Anxiety in college: What we know and how to cope. *Harvard Health Publishing*. Retrieved from https://www.health.harvard.edu/blog/anxiety-in-college-what-we-know-and-how-to-cope-2019052816729
9. Getahun, H. (2021, April 1). The race for space: How today's crowded study environments could affect college students' performance. *CalMatters College Journalism Network*. Retrieved from https://calmatters.org/education/higher-education/college-beat-higher-education/2021/03/crowded-study-spaces-college-students/
10. Link, E. (2016, May 28). 10 reasons to practice mindfulness. *Illinois State University News*. Retrieved from https://news.illinoisstate.edu/2016/05/10-reasons-practice-mindfulness/
11. Reitz, M., & Chaskalson, M. (2016, November 4). Mindfulness works but only if you work at it. *Harvard Business Review*. Retrieved from https://hbr.org/2016/11/mindfulness-worksbut-only-if-you-work-at-it; Reynolds, G. (2016, February 18). How meditation changes the brain and body. *The New York Times*. Retrieved from http://well.blogs.nytimes.com/2016/02/18/contemplation-therapy/; What is mindfulness? *Greater Good* Magazine. Retrieved from http://greatergood.berkeley.edu/topic/mindfulness/definition; Schulte, B. (2015, May 26). Harvard neuroscientist: Meditation not only reduces stress, here's how it changes your brain. *The Washington Post*. Retrieved from https://www.washingtonpost.com/news/inspired-life/wp/2015/05/26/harvard-neuroscientist-meditation-not-only-reduces-stress-it-literally-changes-your-brain; Congleton, C., Hölzel, B. K., & Lasar, S. W. (2015, January 8). Mindfulness can literally change your brain. *Harvard Business Review*. Retrieved from https://hbr.org/2015/01/mindfulness-can-literally-change-your-brain
12. Smith, K. (2012, September 19). Neuroscience: Idle minds. *Nature*. Retrieved from http://www.nature.com/news/neuroscience-idle-minds-1.11440
13. Vossa, S. (2016, November 28). Stop meditating alone—for productivity gains, it's a team sport. *Fast Company*. Retrieved from https://www.fastcompany.com/3065488/work-smart/why-group-meditation-might-improve-productivity-at-your-workplace
14. Lau, Y. (2020, October 5). Increasing mindfulness in the workplace. *Forbes*. Retrieved from https://www.forbes.com/sites/forbeshumanresourcescouncil/2020/10/05/increasing-mindfulness-in-the-workplace/?sh=4fdfa7276956
15. Achor, S., & Gielan, M. (2015, December 18). The busier you are, the more you need mindfulness. *Harvard Business Review*. Retrieved from https://hbr.org/2015/12/the-busier-you-are-the-more-you-need-mindfulness; Bellezza, S., Paharia, N., Keinan, A. (2016, December 15). Research: Why Americans are so impressed by busyness. *Harvard Business Review*. Retrieved from https://hbr.org/2016/12/research-why-americans-are-so-impressed-by-busyness

16. Abrams, S. (2020, September 1). Mindfulness in the workplace: Is it worth the hype? *Transcend*. Retrieved from https://www.transcendstrategic.com/blog/2020/9/1/mindfulness-in-the-workplace-is-it-worth-the-hype
17. Adams, J. (N.D.). The ABC of mindfulness. *Mindfulnet.org*. Retrieved from http://www.mindfulnet.org/page2.htm
18. Williams, M., & Penman, D. (2012). *Mindfulness: An eight-week plan for finding peace in a frantic world*. Emmaus, PA: Rodale.
19. Seppala, E. (2015, December 14). How meditation benefits CEOs. *Harvard Business Review*. Retrieved from https://hbr.org/2015/12/how-meditation-benefits-ceos
20. Achor & Gielan, The busier you are.
21. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. New York: Psychology Press, p. 1.
22. Aguilar, L., Walton, G., & Wieman, C. (2014, May). Psychological insights for improved physics teaching. *Physics Today*. Retrieved from http://scitation.aip.org/content/aip/magazine/physicstoday/article/67/5/10.1063/PT.3.2383
23. Brooks, D. (2009, May 1). Genius: The modern view. *The New York Times*. Retrieved from http://www.nytimes.com/2009/05 /01/opinion/01brooks.html
24. Future Talent Learning. (2020, January 6). Nutshell: Effort counts twice: Angela Duckworth's "Grit." *Changeboard*. Retrieved from https://www.changeboard.com/article-details/17150/nutshell-effort-counts-twice-angela-duckworth-s-grit-/
25. Berglas, S., & Jones, E. E. (1978). Drug choice as a self-handicapping strategy in response to noncontingent success. *Journal of Personality and Social Psychology, 36*, 405–417; Jones, E. E., & Berglas, S. (1978). Control of attributions about the self through self-handicapping strategies: The appeal of alcohol and the role of underachievement. *Personality and Social Psychology Bulletin, 4*, 200–206; Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.
26. Dweck, *Mindset*, 7.
27. Ibid., 7.
28. Fischer, M. (2007, March–April). Settling into campus life: Differences by race-ethnicity in college involvement and outcomes. *The Journal of Higher Education, 78*(2), 125–161.
29. Dweck, *Self-theories*; Dweck, *Mindset*.
30. Dweck, C. (2016, June 6). Carol Dweck revisits the "Growth Mindset." *The Chronicle of Evidence-Based Mentoring*. Retrieved from http://chronicle.umbmentoring.org/carol-dweck-revisits-the-growth-mindset/
31. Berrett, D. (2012, April 15). Can colleges manufacture motivation? *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Can-Colleges-Manufacture/131564
32. Sei, S. A. (2010, June). Intrinsic and extrinsic motivation: evaluating benefits and drawbacks from college instructors' perspectives. *Journal of Instructional Psychology, 37*(2), 153–160.
33. Cuddy, A. (2016). *Presence: Bringing your boldest self to your biggest challenges*. New York: Little, Brown and Company.
34. Google Books. Retrieved from https://books.google.com/books/about/Presence_Bringing_Your_Boldest_Self_to_Y.html?id=-VdcCwAAQBAJ
35. Loncar, T. (2021, June). A decade of 'power posing': Where do we stand? *The Psychologist*. Retrieved from https://thepsychologist.bps.org.uk/volume-34/june-2021/decade-power-posing-where-do-we-stand; Elsesser, K. (2020 October 2). The debate on power posing continues: Here's where we stand. *Forbes*. Retrieved from https://www.forbes.com/sites/kimelsesser/2020/10/02/the-debate-on-power-posing-continues-heres-where-we-stand/?sh=60980442202e
36. Deci, E. (2012, August 13). Promoting motivation, health, and excellence. *TEDxTalks*. Retrieved from http://www.youtube.com/watch?v=VGrcets0E6I&feature=youtu.be&hd=1&t=22s
37. Yuhas, D. (2012, November 21). Three critical elements sustain motivation. *Scientific American*. Retrieved from http://www.scientificamerican.com/article.cfm?id=three-critical-elements-sustain-motivation
38. Deci, E. (2012, August 13). Promoting motivation, health, and excellence. *TEDxTalks*.
39. Seirup, H., and Rose, S. (2011). Exploring the effects of hope on GPA and retention among college undergraduate students on academic probation. *Education Research International*. Retrieved from https://www.hindawi.com/journals/edri/2011/381429/; Snyder, R. Morris, M. (2020, January 18). Hope: The secret sauce for college success. *Psychology Today*. Retrieved from https://www.psychologytoday.com/us/blog/college-wellness/202001/hope-the-secret-sauce-college-success

Chapter 3

1. Bessen, J. (2014, August 25). Employers aren't just whining—the "Skills Gap" is real. *Harvard Business Review*. Retrieved from https://hbr.org/2014/08/employers-arent-just-whining-the-skills-gap-is-real
2. McLaren, S. (2018, July 24). These industries will face the biggest talent shortages by 2030. *LinkedIn*. Retrieved from https://business.linkedin.com/talent-solutions/blog/trends-and-research/2018/industries-biggest-talentshortages-2030.
3. Stolzoff, S. (2018, October 25). LinkedIn CEO Jeff Weiner says the biggest skills gap in the US is not coding. *Quartz at Work*. Retrieved from https://qz.com/work/1423267/linkedin-ceo-jeff-weiner-the-main-us-skills-gap-is-notcoding/
4. Pelster, B., Johnson, D., Stempel, J., & van der Vyver, B. (2017, February 28). Careers and learning: Real time, all the time. *Deloitte Insights*. Retrieved from https://www2.deloitte.com/insights/us/en/focus/human-capitaltrends/2017/learning-in-the-digital-age.html]
5. Leamnson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students.* Sterling, VA: Stylus.
6. Caine, R. N., & Caine, G. (1994). *Making connections: Teaching and the human brain.* Menlo Park, CA: Addison Wesley.
7. Brandt, R. (1998). *Powerful learning.* Alexandria, VA: Association for Supervision and Curriculum Development, p. 29.
8. Campbell, B. (1992). Multiple intelligences in action. *Childhood Education, 68*(4), 197–201; Gardner, H., & Hatch, T. (1989). Multiple intelligences go to school: Educational implications of the theory of multiple intelligences. *Educational Researcher, 18*(8), 4–9; Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences.* New York: Basic Books.
9. Griggs, L., Barney, S., Brown-Sederberg, J., Collins, E., Keith, S., & Iannacci, L. (2009). Varying pedagogy to address student multiple intelligences. *Human Architecture: Journal of the Sociology of Self Knowledge 7*(1), 55–60.
10. Armstrong, T. (2000). Multiple Intelligences in the classroom, 2nd edition. Retrieved from https://casa.colorado.edu/~dduncan/teachingseminar/Armstrong_Multiple_In%23A5B82.pdf
11. Davis, B. (2009). *Tools for teaching*, 2nd ed. San Francisco, CA: Jossey-Bass, p. 273.
12. Fleming, N. D. (1995). I'm different; not dumb: Modes of presentation (VARK) in the tertiary classroom. In A. Zeimer (Ed.), *Research and development in higher education, Proceedings of the 1995 Annual Conference of the Higher Education and Research Development Society of Austral-Asia (HERDSA), HERDSA, 18*, 308–313; Fleming, N. D., & Mills, C. (1992). Not another inventory, rather a catalyst for reflection. *To Improve the Academy, 11,* 137–149. Retrieved from http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%292166-3327
13. Fleming, I'm different; not dumb.
14. Fleming, N. D. (2005). *Teaching and learning styles: VARK strategies.* Christchurch, NZ: Microfilm Limited.
15. Khazan, O. (2018, April 11). The myth of learning styles. *The Atlantic*. Retrieved from https://www.theatlantic.com/science/archive/2018/04/the-myth-of-learning-styles/557687/; Husmann, P. R., & O'Loughlin, V. D.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

(2019). *Anatomical Sciences Education*. Retrieved from https://www.semanticscholar.org/paper/Another-Nail-in-the-Coffin-for-Learning-Styles-and-Husmann-O'Loughlin/e7c3376bf1eee46c4049b86e3ca1a7818ad2e51e

16. Based on DiTiberio, J. K., & Hammer, A. L. (1993). *Introduction to type in college*. Palo Alto, CA: Consulting Psychologists Press.
17. Soldner, L. B. (1997). Self-assessment and the reflective reader. *Journal of College Reading and Learning*, *28*(1), 5–11.
18. VanBlerkom, M. L., & VanBlerkom, D. L. (2004). Self-monitoring strategies used by developmental and non-developmental college students. *Journal of College Reading and Learning, 34*(2), 45–60.
19. Melchenbaum, D., Burland, S., Gruson, L., & Cameron, R. (1985). Metacognitive assessment. In S. Yussen (Ed.), *The growth of reflection in children.* Orlando, FL: Academic Press, p. 5.
20. Hall, C. W. (2001). A measure of executive processing skills in college students. *College Student Journal, 35*(3), 442–450; Taylor, S. (1999). Better learning through better thinking: Developing students' metacognitive abilities. *Journal of College Reading and Learning, 30*(1), 34–45.
21. Learning to learn. *Study Guides and Strategies*. Retrieved from http://www.studygs.net/metacognition.htm
22. Simpson, M. L. (1994/1995). Talk throughs: A strategy for encouraging active learning across the content areas. *Journal of Reading, 38*(4), 296–304.
23. Staff. Air traffic by the numbers. (2020, September 21). *Federal Aviation Association*. Retrieved by https://www.faa.gov/air_traffic/by_the_numbers/
24. Glenn, D. (2010, February 7). How students can improve by studying themselves. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Struggling-Students-Can/64004/
25. Elias, M. (2004, April 5). Frequent TV watching shortens kids' attention spans. *USA Today*. Retrieved from https://usatoday30.usatoday.com/news/nation/2004-04-05-tv-bottomstrip_x.htm
26. Staff. (2018, August 22). The dangers of sitting: Why sitting is the new smoking. *Better Health*. Retrieved from https://www.betterhealth.vic.gov.au/health/healthyliving/the-dangers-of-sitting
27. Research proves your brain needs breaks. *WTI Pulse Report: Microsoft*. Retrieved from https://www.microsoft.com/en-us/worklab/work-trend-index/brain-research
28. Staff. (2017, February 1). How does the 20-20-20 rule prevent eye strain? *Healthline*. Retrieved from https://www.healthline.com/health/eye-health/20-20-20-rule#prevention
29. Carey, B. (2010, September 6). Forget what you know about good study habits. *The New York Times*. Retrieved from http://www.nytimes.com/2010/09/07/health/views/07mind.html?_r=1&pagewanted=1&ref=homepage&src=me
30. Bol, L., Warkentin, R. W., Nunnery, J. A., & O'Connell, A. A. (1999). College students' study activities and their relationship to study context, reference course, and achievement. *College Student Journal, 33*(4), 608–622.
31. When students study makes a difference too. (2005, November). *Recruitment & Retention*.
32. Trainin, G., & Swanson, H. L. (2005). Cognition, meta-cognition, and achievement of college students with learning disabilities. *Learning Disability Quarterly, 28,* 261–272.
33. Cortiella, C., & Horowitz, S. H. (2014). *The state of learning disabilities: Facts, trends and emerging issues*. New York: National Center for Learning Disabilities.
34. (2017). College guide for students with learning disabilities. *Bestcolleges.com*. Retrieved from http://www.bestcolleges.com/resources/college-planning-with-learning-disabilities/
35. Strichart, S. S., & Mangrum, C. T. II. (2002). *Teaching learning strategies and study skills to students with learning disabilities, attention deficit disorder, or special needs*, 3rd ed. Boston: Allyn and Bacon; *Learning Disabilities Online*. Retrieved from http://ldonline.org; Sousa, D. A. (2001). *How the special needs brain learns*. Thousand Oaks, CA: Corwin Press.
36. Guibert, S. (2012, March 23). Learning best when you rest: Sleeping after processing new info most effective. *Science Daily*. Retrieved from http://www.sciencedaily.com/releases/2012/03/120323205504.htm

Chapter 4

1. Jensen, D. (2021, June 23). Time management won't save you. *Harvard Business Review*. Retrieved from https://hbr.org/2021/06/time-management-wont-save-you
2. Sakai, J. (2012, March 15). A wandering mind reveals mental processes and priorities. *Science Daily*. Retrieved from http://www.sciencedaily.com/releases/2012/03/120315161326.htm
3. Choi, J. (N. D.). 4 ways you're lying to yourself about being productive. *The Muse*. Retrieved from https://www.themuse.com/advice/4-ways-youre-lying-to-yourself-about-being-productive
4. Nass, C. (2009). Media multitaskers pay mental price. *YouTube*. Retrieved from https://www.youtube.com/watch?v=2zuDXzVYZ68
5. Fried, J., & Hanson, D. (2010). *Rework*. New York: Crown Business, p. 25.
6. N. A. (2013, September 6). Workaholics may face poor physical and mental well-being, study suggests. *The Huffington Post*. Retrieved from http://www.huffingtonpost.com/2013/09/06/workaholics-well-being-physical-mental-health_n_3795626.html
7. Bradford, H. (2014, November 7). Why being a workaholic is awful for you AND everyone around you. *The Huffington Post*. Retrieved from http://www.huffingtonpost.com/2014/11/07/workaholic-bad_n_6093658.html
8. Saunders, E. G. (2016, March 18). If you dread deadlines, you're thinking about them all wrong. *Harvard Business Review*. Retrieved from https://hbr.org/2016/03/if-you-dread-deadlines-youre-thinking-about-them-all-wrong
9. Fried, J. (2017, January 17). Being tired isn't a badge of honor. *LinkedIn*. Retrieved from https://www.linkedin.com/pulse/being-tired-isnt-badge-honor-jason-fried/
10. Belvedere, M. J. (2016, April 5). Why Aetna's CEO pays workers up to $500 to sleep. *CNBC*. Retrieved from http://www.cnbc.com/2016/04/05/why-aetnas-ceo-pays-workers-up-to-500-to-sleep.html
11. Agarwal, A. (2018, October 2). Data reveals why the "soft" In "soft skills" is a major misnomer. *Forbes*. Retrieved from https://www.forbes.com/sites/anantagarwal/2018/10/02/data-reveals-why-the-soft-in-soft-skills-is-a-major-misnomer/?sh=68178af36f7b
12. Kos, B. (2020, August 28). Timeboxing: A simple & powerful technique to improve your productivity. *Spica*. Retrieved from https://www.spica.com/blog/timeboxing; Zao-Sanders, M. (2018, December 12). How timeboxing works and why it will make you more productive. *Harvard Business Review*. Retrieved from https://hbr.org/2018/12/how-timeboxing-works-and-why-it-will-make-you-more-productive
13. Coleman, J. (2012, February 22). Faced with distraction, we need willpower. *Harvard Business Review*. Retrieved from https://hbr.org/2012/02/faced-with-distraction-we-need
14. Saunders, F. (2009, November–December). Multitasking to distraction. *American Scientist*, *97*(6), 455.
15. Khawand, P. (2009). *The accomplishing more with less workbook*. On the Go Technologies, LLC.
16. O'Donovan, K. (2021, April 19). 18 Best time management apps and tools (2021 updated). *Life Hack*. Retrieved from https://www.lifehack.org/articles/technology/top-15-time-management-apps-and-tools.html
17. Rafter, M. V. (2012, February 23). Siri says it's time to get to work. *Workforce.com*. Retrieved from http://www.workforce.com/2012/02/24/siri-says-its-time-to-get-to-work/

18. Bittel, L. R. (1991). *Right on time! The complete guide for time pressured managers*. New York: McGraw Hill, p. 16.
19. DeMaio, S. (2009, March 25). The art of the self-imposed deadline. *Harvard Business Review*. Retrieved from http://blogs.hbr.org/demaio/2009/03/the-art-of-the-selfimposed-dea.html
20. Bittel, *Right on time!* p. 16.
21. Loehr, J., & Schwartz, T. (2003). *The power of full engagement: Managing energy, not time, is the key to high performance and personal renewal*. New York: Free Press.
22. Dierdorff, E. C. (2020, January 29). Time management is about more than life hacks. *Harvard Business Review*. Retrieved from https://hbr.org/2020/01/time-management-is-about-more-than-life-hacks
23. Allen, D. (2012, March 17). When technology overwhelms, get organized. *The New York Times*. Retrieved from http://www.nytimes.com/2012/03/18/business/when-office-technology-overwhelms-get-organized.html?pagewanted=all
24. Distractify Staff. (2015, January 7). 30 surprising facts about how we actually spend our time. *Distractify.com*.
25. Gallo, A. (2011, June 28). Turning stress into an asset. *Harvard Business Review*. Retrieved from https://hbr.org/2011/06/turning-stress-into-an-asset
26. Berglas, S. (2004, June). Chronic time abuse. *Harvard Business Review*. Retrieved from https://hbr.org/2004/06/chronic-time-abuse
27. Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, *31*, 503–509.
28. Hoover, E. (2005, December 9). Tomorrow I love ya! *The Chronicle of Higher Education*, *52*(16), A30–32. Retrieved from http://www.chronicle.com/article/Tomorrow-I-Love-Ya-/10494; Zarick, L. M., & Stonebraker, R. (2009). I'll do it tomorrow: The logic of procrastination. *College Teaching*, *57*(4), 211–215.
29. Ferrari, J. R., McCown, W. G., & Johnson, J. (2002). *Procrastination and task avoidance: Theory, research, and treatment*. New York: Springer Publishing.
30. Hoover, Tomorrow I love ya!
31. Johnson, N. (2021, March 3). Are you procrastinating more? Blame the pandemic. *National Geographic*. Retrieved from https://www.nationalgeographic.com/science/article/are-you-procrastinating-more-blame-the-pandemic
32. Khawand, P. (2009). *The accomplishing more with less workbook*. On the Go Technologies, LLC.
33. Sandholtz, K., Derr, B., Buckner, K., & Carlson, D. (2002). *Beyond juggling: Rebalancing your busy life*. San Francisco: Berrett-Koehler Publishers.
34. Adapted from Sandholtz et al., *Beyond juggling*.
35. Farrell, E. F. (2005, February 4). More students plan to work to help pay for college. *The Chronicle of Higher Education*, 51(22), A1. Retrieved from http://chronicle.com/weekly/v51/i22/22a00101.htm; Carnevale, A. P. (2019, November 21). Working while in college might hurt students more than it helps. *CNBC*. Retrieved from https://www.cnbc.com/2019/10/24/working-in-college-can-hurt-low-income-students-more-than-help.html
36. See FinAid at http://www.finaid.org/loans/studentloandebtclock.phtml
37. Leonhardt, M. (2021, May 12). College students are spending more on credit cards—but it's "one of the worst" types of debt, expert warns. *CNBC*. Retrieved from https://www.cnbc.com/2021/05/12/college-students-spending-more-on-credit-cards-.html
38. Kantrowitz, M. (2007). FAQs about financial aid. *FinAid: The Smart Student Guide to Financial Aid*. Retrieved from http://www.finaid.org/questions/faq.html; Jevita Rogers, Executive Director of Financial Aid, University of Colorado, Colorado Springs.
39. Muller, K. New credit card laws (2009) and students. *ezine@rticles.com*. Retrieved from http://ezinearticles.com/?New-Credit-CardLaws-(2009)-And-Students&id=2410035; Miranda. (2009, May 21). Credit CARD Act of 2009: How it affects you. *Personaldividends.com*. Retrieved from http://personaldividends.com/money/miranda/credit-card-act-of-2009-how-it-affects-you
40. Editorial Staff. (2021, June 10). This is how much child-care costs in 2021. *Care.com*. Retrieved from https://www.care.com/c/stories/2423/how-much-does-child-care-cost/; Temple, S. (2020, December 29). America's 2020 rental market in review. *Rentable*. Retrieved from https://www.rentable.co/blog/annual-rent-report/; Worley, J. (2019, October 19). 20 average monthly expenses to include in your budget. *Quicken*. Retrieved from https://www.quicken.com/blog/monthly-expenses; Credit Repair. (2021, March 12). 48 statistics on college student credit card debt. *Creditrepair.com*. Retrieved from https://www.creditrepair.com/blog/education/college-student-credit-card-debt/; Hanson, M. (2021, February 20). Average cost of community College. *Educationdata.org*. Retrieved from https://educationdata.org/average-cost-of-community-college
41. Adelson, R. (2005, January 1). Hard-hitting hormones: The stress-depression link. *Monitor on Psychology*, *36*(1). Retrieved from https://www.apa.org/monitor/jan05/hormones.html
42. Segerstrom, S. C., & Miller, G. E. (2004). Psychological stress and the human immune system: A meta-analytic study of 30 years of inquiry. *Psychological Bulletin*, *130*(4), 601–630; (2004, July 4). Stress affects immunity in ways related to stress type and duration, as shown by nearly 300 studies. *APA Press Release*. Retrieved from https://www.apa.org/news/press/releases/2004/07/stress-immune
43. Boyes, A. (2021, April 27). 5 Mistakes we make when we're overwhelmed. *Harvard Business Review*. Retrieved from https://hbr.org/2021/04/5-mistakes-we-make-when-were-overwhelmed
44. Lui, J. (2021, June 15). U.S. workers are among the most stressed in the world. *CNBC*. Retrieved from https://www.cnbc.com/2021/06/15/gallup-us-workers-are-among-the-most-stressed-in-the-world.html
45. Andersen, G. (2020). A generation defined by the pandemic. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2020/10/15/students-continue-be-stressed-about-college-their-futures
46. Tarsitano, N. (2019, September 6). Stress: An epidemic among college students. *The American Institute of Stress*. Retrieved from https://www.stress.org/stress-an-epidemic-among-college-students; Staff. (2020). COVID-19 impact on college student mental health. *Active Minds*. Retrieved from https://www.activeminds.org/wp-content/uploads/2020/04/Student-Survey-Infographic.pdf
47. Staff. (2021, February 17). Depression, anxiety, loneliness are peaking in college students. *The Brink*. Retrieved from https://www.bu.edu/articles/2021/depression-anxiety-loneliness-are-peaking-in-college-students/
48. Percentage of U.S. college students that had received mental health services from select providers as of fall 2018. *Statista*. Retrieved from https://www.statista.com/statistics/826976/mental-health-service-usage-among-us-college-students/; Abrams, Z. (2020, July 11). A crunch at college counseling centers. *American Psychological Association*. Retrieved from https://www.apa.org/monitor/2020/09/crunch-college-counseling
49. Costa, K. (2016, August 9). Stress and student success. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/advice/2016/08/09/stress-management-can-help-more-students-succeed-college-essay
50. Largo-Wight, E., Peterson, P. M., & Chen, W. W. (2005). Perceived problem solving, stress, and health among college students. *American Journal of Health Behavior*, *29*(4), 360–370.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

51. Wilding, M. (2021, May 31). Stop being so hard on yourself. *Harvard Business Review*. Retrieved form https://hbr.org/2021/05/stop-being-so-hard-on-yourself
52. Gallo, A. (2011, June 28). Turning stress into an asset. *Harvard Business Review*. Retrieved from https://hbr.org/2011/06/turning-stress-into-an-asset; Achor, S. (2018). *The happiness advantage: How a positive brain fuels success in work and life*. New South Wales, AU: Currency.
53. Hudd, S. S., Dumlao, J., Erdmann-Sager, D., Murray, D., Phan, E., Soukas, N., & Yokozuka, N. (2000). Stress at college: Effects on health habits, health status and self-esteem. *College Student Journal*, *34*(2), 217–227.
54. https://blog.feedspot.com/stress_blogs/
55. https://www.cdc.gov/nchs/products/databriefs/db379.htm
56. Staff. (2009, July 10). Students with depression twice as likely to drop out of college. *University of Michigan*. Retrieved from https://news.umich.edu/students-with-depression-twice-as-likely-to-drop-out-of-college/
57. Casarella, J. (2020, September 27). Depression Recovery: An Overview. *WebMD*. Retrieved from https://www.webmd.com/depression/recovery-overview
58. National Institute of Mental Health. (2009, February 14). College depression: What do these students have in common? *Mental Health Matters*. Retrieved from http://www.mental-health-matters.com/index.php?option=com_content&view=article&id=632Mental Health Matters.
59. Celebrity meltdown. (1999, November/December). *Psychology Today*. Retrieved from http://www.psychologytoday.com/articles/pto-19991101-000035.html; Liecht, L., & Colina, S. (2011, August 31). 43 inspiring celebs who lived with depression. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/2011/08/31/celebs-with-depression_n_942771.html#s344898&title=Angelina_Jolie
60. Staff. (N.D.) Celebrities with depression. WebMD. Retrieved from https://www.webmd.com/depression/ss/slideshow-depression-celebs
61. Jensen, D. (2021, June 23). Time management won't save you. *Harvard Business Review*. Retrieved from https://hbr.org/2021/06/time-management-wont-save-you?utm_medium=email&utm_source=newsletter_daily&utm_campaign=dailyalert_actsubs&utm_content=signinnudge&deliveryName=DM138338

Chapter 5

1. HRDive. (2021, April 14). New research shows top soft skills are requested four times more than top hard skills. HRDive. Retrieved from https://www.hrdive.com/press-release/20210413-new-research-shows-top-soft-skills-are-requested-four-times-more-than-top-h/
2. Glassdoor Team. (N. D.) Key critical thinking skills and examples. Glassdoor. Retrieved from https://www.glassdoor.com/blog/guide/critical-thinking-skills/
3. Marone, M. (2021, March 2). Critical thinking: An essential skill for 2021. *Training Industry*. Retrieved from https://trainingindustry.com/articles/leadership/critical-thinking-an-essential-skill-for-2021/
4. Baldoni, J. (2010, April 7). Three steps to thinking critically the age of distraction. *Fast Company*. Retrieved from https://www.fastcompany.com/1608553/three-steps-thinking-critically-age-distraction; Jackson, M. (2008). *Distracted: The erosion of attention and the coming dark age*. Amherst, New York: Prometheus Books.
5. Cole, S. (2014, October 31). Employers want critical thinkers, but do they know what it means? *Fast Company*. Retrieved from https://www.fastcompany.com/3037837/employers-want-critical-thinkers-but-do-they-know-what-it-means
6. Korn, M. (2014, October 21). Bosses seek "critical thinkin'" but what is that? *The Wall Street Journal*. Retrieved from https://www.wsj.com/articles/bosses-seek-critical-thinking-but-what-is-that-1413923730; Montini, L. (2014, October 23). The trouble with hiring for "critical thinking" skills. *Inc.com*. Retrieved from http://www.inc.com/laura-montini/are-you-sure-you-want-to-hire-a-critical-thinker.html
7. Mikel, B. (2017, February 21). Mark Cuban says this will soon be the most sought-after job skill. *Inc.com*. Retrieved from http://www.inc.com/betsy-mikel/mark-cuban-says-this-will-soon-be-the-most-sought-after-job-skill.html
8. Halx, M. D., & Reybold, E. (2005). A pedagogy of force: Faculty perspective of critical thinking capacity in undergraduate students. *The Journal of General Education, 54*(4), 293–315.
9. Walkner, P., & Finney, N. (1999). Skill development and critical thinking in higher education. *Teaching in Higher Education, 4*(4), 531–548.
10. Diestler, S. (2001). *Becoming a critical thinker: A user friendly manual.* Upper Saddle River, NJ: Prentice Hall.
11. Van den Brink-Budgen, R. (2000). *Critical thinking for students*, 3rd ed. Oxford: How to Books; Ruggiero, V. R. (2001). *Becoming a critical thinker* (4th ed.). Boston, MA: Houghton Mifflin.
12. Blakey, E., & Spence, S. (1990). Developing metacognition. *ERIC Digest*. Retrieved from http://www.ericdigests.org/pre-9218/developing.htm
13. Florida, R. (2002). *The rise of the creative class: And how it's transforming work, leisure, community and everyday life*. New York: Basic Books, xii.
14. Sternberg. R. J. (2004). Teaching college students that creativity is a decision. *Guidance & Counseling, 19*(4), 196–200.
15. Rowe, A. J. (2004). C*reative intelligences: discovering the innovative potential in ourselves and others.* Upper Saddle, NJ: Pearson Education, pp. 3–6, 34.
16. Michalko, M. (2001). *Cracking creativity: The secrets of creative genius.* Berkeley, CA: Ten Speed Press.
17. Adapted from Adler, R., & Proctor, R. F. II (2011). *Looking out/Looking in.* (13th ed.). New York: Holt, Rinehart, and Winston, pp. 110–116.
18. Douglas, J. H. (1977). The genius of everyman (2): Learning creativity. *Science News, 111*(8), 284–288.
19. Harris, R. (2012, April 2). Introduction to creative thinking. *VirtualSalt*. Retrieved from http://www.virtualsalt.com/crebook1.htm
20. Eby, D. Creativity and flow psychology. Retrieved from http://talentdevelop.com/articles/Page8.html
21. Schwartz, T., Gomes, J., & McCarthy, C. (2010). *The way we're working isn't working: The four forgotten needs that energize great performance.* New York: Free Press, 149.
22. Ibid.

Chapter 6

1. Busteed, B. (2020, May 16). Corporate education will never return to the classroom. *Forbes*. Retrieved from https://www.forbes.com/sites/brandonbusteed/2020/05/16/corporate-education-will-never-return-to-the-classroom/?sh=3721c0a929a0
2. Holmes, J. (2021, April 19). Is there still a place for in-person corporate learning? *Knowledge Anywhere*. Retrieved from https://www.knowledgeanywhere.com/resources/article-detail/is-there-still-a-place-for-in-person-corporate-learning
3. Kelly, R. (2021, May 13). 73 percent of students prefer dome courses be fully online post-pandemic. *Campus Technology*. Retrieved from https://campustechnology.com/articles/2021/05/13/73-percent-of-students-prefer-some-courses-be-fully-online-post-pandemic.aspx; Venable, M. A. (2021). Online education trends Report 2021. *Best Colleges*. Retrieved from https://www.bestcolleges.com/research/annual-trends-in-online-education/
4. (Staff). Fast Facts. *National Center for Education Statistics*. Retrieved from https://nces.ed.gov/fastfacts/display.asp?id=80

5. Steward, J. (2021, July 18). The ultimate list of eLearning statistics for 2021. *FindStack*. Retrieved from https://findstack.com/elearning-statistics/; Keegan, L. (2021, July 20). 79+ Staggering online learning statistics! (All you need to know!). *Skill Scouter*. Retrieved from http://skillscouter.com/online-learning-statistics/
6. Kronk, H. (2017, September 22). Binge learning: What online education can learn from Netflix. *eLearning Inside*. Retrieved from https://news.elearninginside.com/binge-learning-online-education-can-learn-netflix/
7. Bollet, R. M., & Fallon, S. (2002). Personalizing e-learning. *Educational Media International*, *39*(1), 39–45; Barber, S., in Shank, P. (Ed). (2011). *The online learning idea book: Proven ways to enhance technology-based and blended learning*, vol. 2. San Francisco: Pfeiffer.
8. Guo, P. J., Kim, J., & Rubin, R. (2014, March). Student engagement: An empirical study of MOOC Videos. *MIT SIGCHI Conference Proceedings*. Retrieved from https://dl.acm.org/doi/abs/10.1145/2556325.2566239 66
9. Staff. (2017, April 28). 7 tips for making webcam videos look good (and pants are optional). *Panopto*. Retrieved from https://www.panopto.com/blog/7-tips-for-making-webcam-videos-look-good-pants-optional/; Turmel, W. (2010, July 2). 8 Tips for presenting with a web cam. *CBS News*. Retrieved from https://www.cbsnews.com/news/8-tips-for-presenting-with-a-web-cam/
10. Leedy, P. D., & Ormrod, J. D. (1998). *Practical Research: Planning and design* (12th ed.). New York: Pearson.
11. Fitzgerald, M. A. (2004). Making the leap from high school to college. *Knowledge Quest*, 32(4), 19–24; Ehrmann, S. (2004). Beyond computer literacy: Implications of technology for the content of a college education. *Liberal Education*. Retrieved from http://www.aacu.org/liberaleducation/le-fa04/le-fa04feature1.cfm; Thacker, P. (2006, November 15). Are college students techno idiots? *Inside Higher Ed*. Retrieved from http://www.insidehighered.com/news/2006/11/15/infolit\
12. Ableson, H., Ledeen, K., & Lewis, H. (2008). *Blown to bits: Your life, liberty, and happiness after the digital explosion.* Boston, MA: Pearson Education, Inc.
13. Siu, E. (2016, November 14). 24 eye-popping SEO statistics. *Search Engine Journal*. Retrieved from https://www.searchenginejournal.com/24-eye-popping-seo-statistics/42665/
14. Thacker, Are college students techno idiots?; Kolowich, S. (2011, August 22). What students don't know. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2011/08/22/erial_study_of_student_research_habits_at_illinois_university_libraries_reveals_alarmingly_poor_information_literacy_and_skills
15. Christina Martinez, Reference Librarian, University of Colorado, Colorado Springs. Based on Wood, G. (2004, April 9). Academic original sin: Plagiarism, the Internet, and librarians. *The Journal of Academic Librarianship*, *30*(3), 237–242.

Chapter 7

1. Marchand, A. (2010, 29 March). 6 strategies can help entering community-college students succeed. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/6-Strategies-Can-Help-Entering/64871
2. Thompson, D. (2021, October 15). The Great Resignation is accelerating. *The Atlantic*. Retrieved from https://www.theatlantic.com/ideas/archive/2021/10/great-resignation-accelerating/620382/
3. Cook, I. (2021, September 15). Who is driving the great resignation? *Harvard Business Review*. Retrieved from https://hbr.org/2021/09/who-is-driving-the-great-resignation
4. Fox, M. (2021, November 1). The "Great Resignation" is altering the workforce dynamic—maybe for good. *CNBC*. Retrieved from https://www.cnbc.com/2021/11/01/great-resignation-may-be-altering-workforce-dynamic-for-good.html
5. Gillen-O'Neel, C. (2021). Sense of belonging and student engagement: A daily study of first- and continuing-generation college students. *Research in Higher Education 62*, 45–71.
6. Staff. (2020, October 26). 10 ways to cultivate student engagement in higher education. *Examsoft.com*. Retrieved from https://examsoft.com/resources/10-ways-to-cultivate-student-engagement
7. Staff. (2021). Being involved in college: How can it benefit me? *CollegeData*. Retrieved from https://www.collegedata.com/resources/campus-life/being-involved-in-college-how-can-it-benefit-me
8. Kylie, A. (2017, May 12). 6 ways to stay engaged in class. *Elite Educational Institute*. Retrieved from https://www.eliteprep.com/blog/2017/5/12/6-ways-to-stay-engaged-in-class
9. Hattegerg, S. J., & Steffy, K. (2013, September 13). Increasing reading compliance of undergraduates: An evaluation of compliance methods. *Teaching Sociology*. Retrieved from http://journals.sagepub.com/doi/abs/10.1177/0092055X13490752; Hobson, E. H. (2006, January 10). Getting students to read: 14 tips. IDEA Paper #40. *Idea*. Retrieved from http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/Idea_Paper_40.pdf; Zeivots, S. (2021, August 24). Up to 80% of uni students don't read their assigned readings. Here are 6 helpful tips for teachers. *world.edu*. Retrieved from https://world.edu/up-to-80-of-uni-students-dont-read-their-assigned-readings-here-are-6-helpful-tips-for-teachers/
10. Credé, M., Roch, S. G., & Kieszczynka, U. M. (2010, June 1). Class attendance in college: A meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research*. Retrieved from http://journals.sagepub.com/doi/abs/10.3102/0034654310362998; McAlpine, K. J. (2021, February 17). Depression, anxiety, loneliness are peaking in college students. *Boston University: The Brink*. Retrieved from https://www.bu.edu/articles/2021/depression-anxiety-loneliness-are-peaking-in-college-students/
11. Perkins, K. K., & Wieman, C. E. (2005). The surprising impact of seat location on student performance. *The Physics Teacher, 43*(1), 30–33. Retrieved from http://scitation.aip.org/content/aapt/journal/tpt/43/1/10.1119/1.1845987
12. Gordon, L. (2020, June 16). Endangered: Large university lecture hall classes. *EdSource*. https://edsource.org/2020/are-the-days-numbered-for-the-large-university-lecture-hall-class/633619
13. Gross-Loh, C. (2016, July 14). Should colleges really eliminate the college lecture? *The Atlantic*. Retrieved from https://www.theatlantic.com/education/archive/2016/07/eliminating-the-lecture/491135/; Gibbs, G. (2013, November 21). Lectures don't work, but we keep using them. *The Times Higher Education*. Retrieved from https://www.timeshighereducation.com/news/lectures-dont-work-but-we-keep-using-them/2009141.article; Lang, J. (2006, September 29). Beyond lecturing. *The Chronicle of Higher Education*. Retrieved from http://www.chronicle.com/article/Beyond-Lecturing/46889; Jaschik, S. (2018, April 2). Lecture instruction: Alive and not so well. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2018/04/02/study-finds-lecture-remains-dominant-form-teaching-stem
14. Lang, Beyond lecturing.
15. Staley, C. C., & Staley R. S. (1992). *Communicating in business and the professions*. Belmont, CA: Wadsworth, pp. 228–236; Friedman, P. (1978). *Interpersonal communication*. New York: NEA, 84–90.
16. Morreale, S., Staley, C., Stavrositu, C., & Krakowiak, M. (2015). First-year college students' attitudes toward communication technologies and their perceptions of communication competence in the 21st century. *Communication Education*, *64*, 107–131.
17. Kiewra, K. A., Mayer, R. E., Christensen, M., Kim, S., & Risch, N. (1991). Effects of repetition on recall and note-taking: Strategies for learning from lectures. *Journal of Educational Psychology, 83,* 120–123.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

18. Dennon, A. (2020, April 24). The best podcasts for college students. *Best Colleges*. Retrieved from https://www.bestcolleges.com/blog/podcasts-for-students/
19. Adapted from Mackie, V., & Bair, B. Tips for improving listening skills; *International Student and Scholar Services*. University of Illinois at Urbana–Champaign. Retrieved from https://isss.illinois.edu/resources/english.html
20. Originally adapted from *Effective listening skills. Elmhurst College Learning Center*.
21. Pappano, L. (2014, October 31). How to take better lecture notes. *The New York Times*. Retrieved from https://www.nytimes.com/2014/11/02/education/edlife/take-notes-from-the-pros.html?_r=0
22. Schierloh, J. (2005, fall). A Study of the note-taking skills of first-year community college students. *NADE Digest*, *1*(2), 14–18.
23. Diluna, A. (2015, October 8). Best way to take notes in class isn't on your laptop, research finds. *NBC News*. Retrieved from http://www.nbcnews.com/feature/freshman-year/best-way-take-notes-class-isnt-your-laptop-research-finds-n416831
24. Cohen, D., Kim, E., Tan, J., and Winkelmes, M. (2013). A note-restructuring intervention increases students' exam scores. *College Teaching*, *61* (Summer), 95–99; Haynes, J. M., McCarley, N. G., Williams, J. L. (2015). An analysis of notes taken during and after a lecture presentation. *North American Journal of Psychology*, *17*(1), 175–186.
25. Davis, M., & Hult, R. (1997). Effects of writing summaries as a generative learning activity during note taking. *Teaching of Psychology 24*(1), 47–49; Boyle, J. R., & Weishaar, M. (2001). The effects of strategic notetaking on the recall and comprehension of lecture information for high school students with learning disabilities. *Learning Disabilities Research & Practice 16*(3); Kiewra, K. A. (2002). How classroom teachers can help students learn and teach them how to learn. *Theory into Practice 41*(2), 71–81; Aiken, E. G., Thomas, G. S., & Shennum, W. A. (1975). Memory for a lecture: Effects of notes, lecture rate and informational density. *Journal of Educational Psychology, 67,* 439–444; Hughes, C. A., & Suritsky, S. K. (1994). Notetaking skills of university students with and without learning disabilities. *Journal of Learning Disabilities, 27,* 20–24.
26. Bonner, J. M., & Holliday, W. G. (2006). How college science students engage in note-taking strategies. *Journal of Research in Science Teaching, 43*(8), 786–818.
27. Zetlin, M. (2021, May 2). Brain expert Jim Kwik teaches a whole new way to take notes and it's genius. *Inc*. Retrieved from https://www.inc.com/minda-zetlin/brain-expert-jim-kwik-note-taking-memory-retention-productivity-overcoming-procrastination.html
28. Bui, D. C., Myerson, J., & Hale, S. (2013). Note-taking with computers: Exploring alternative strategies for improved recall. *Journal of Educational Psychology*, *105*, 299–309.
29. Doubek, J. (2016, April 7). Attention, students: Put your laptops away. *NPR*. Retrieved from http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away
30. Weisman, S. (2012, March 5). Five ways to avoid the pitfalls of technology in college. *IT News Today*. Retrieved from https://itnews2day.com/2018/05/05/5-smart-ways-to-avoid-pitfalls-of-technology-in-college/; https://plus.google.com/+evernote/posts/ABvMT7y3fsk#+evernote/posts/ABvMT7y3fsk; Gordon, W. (2013, March 12). *Lifehacker*. Retrieved from http://lifehacker.com/5989980/ive-been-using-evernote-all-wrong-heres-why-its-actually-amazing; Zweig, B. (2012, September 21). Can you go to school with just an iPad? We tried it. *NYU Local*. Retrieved from https://nyulocal.com/can-you-go-to-school-with-just-an-ipad-we-tried-it-cb8da6d2ccfb
31. Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers and Education*, *62*, 24–31.
32. Morehead, K., Dunlosky, J., Rawson, K. A., Blasiman, R., & Hollis R. B. (2019): Note-taking habits of 21st Century college students: implications for student learning, memory, and achievement, *Memory*. Retrieved from https://www.researchgate.net/publication/331058587_Note-taking_habits_of_21st_Century_college_students_implications_for_student_learning_memory_and_achievement
33. Pauk, W. (2000). *How to study in college.* Boston, MA: Cengage Learning.
34. Rohdelf, M. (2020). What are Sketchnotes? *Rohdesign.com*. Retrieved from https://rohdesign.com/sketchnotes
35. Cooper, B. B. (2017, March 22). How to finally stop taking useless notes at work. *Fast Company*. Retrieved from https://www.fastcompany.com/3069147/how-to-finally-stop-taking-useless-notes-at-work
36. Staff. 5 effective note-taking methods. *EduReview*. Retrieved from https://edureviews.com/blog/my/5-effective-note-taking-methods
37. Glenn, D. (2009, May 1). Close the book. Recall. Write it down. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Close-the-Book-Recall-Write/31819
38. De Simone, C. (2007). Applications of concept mapping. *College Teaching, 55*(1), 33–36.
39. Yamada-Hosley, H. (2014, December 11). Take notes at work to boost your productivity. *Lifehacker*. Retrieved from http://lifehacker.com/take-notes-at-work-to-boost-your-productivity-1669652836
40. Ibid.
41. Stillmam, J. (2017, April 7). I'm not texting. I'm taking notes. *The New York Times*. Retrieved from https://www.nytimes.com/2017/04/07/jobs/texting-work-meetings-social-media.html?emc=edit_tnt_20170407&nlid=42590500&tntemail0=y
42. Stull, K. (N. D.). The most important thing you're not doing at work (and how to get started). *The Muse*. Retrieved from https://www.themuse.com/advice/the-most-important-thing-youre-not-doing-at-work-and-how-to-get-started
43. Liu, C. (2017). 5 free note-taking apps that'll help you keep track of everything (and anything). *The Muse*. Retrieved from https://www.themuse.com/advice/5-free-notetaking-apps-thatll-help-you-keep-track-of-everything-and-anything
44. Greenawald, E. (N. D.). The 30-second habit that will change everything. *The Muse*. Retrieved from https://www.themuse.com/advice/the-30second-habit-that-will-change-everything
45. Kiewra, How classroom teachers can help students learn and teach them how to learn.
46. Porte, L. K. (2001). Cut and paste 101. *Teaching Exceptional Children, 34*(2), 14–20.
47. Craik, F. I. M., & Watkins, M. J. (1973). The role of rehearsal in short-term memory. *Journal of Verbal Learning and Verbal Behavior, 12,* 599–607.

Chapter 8

1. Rogers, M. (2007, March–April). Is reading obsolete? *The Futurist,* 26–27; Waters, L. (2007, February 9). Time for reading. *The Chronicle of Higher Education, 53*(23), 1B6.
2. Lindzon, J. (2020, September 30). This is the most in-demand skill on job listings right now. *Fast Company*. Retrieved from https://www.fastcompany.com/90556370/this-is-the-most-in-demand-skill-in-job-listings-right-now
3. Ibid.
4. Abril, D. (2021, September 27). Workers are putting on pants to return to the office only to be on Zoom all day. *The Washington Post*. Retrieved from https://www.washingtonpost.com/technology/2021/09/27/return-to-work-in-person-hybrid/
5. Staff. (2021, March 22). The next Great Disruption is hybrid work—are we ready? *Microsoft WorkLab*. Retrieved from https://www.microsoft.com/en-us/worklab/work-trend-index/hybrid-work
6. Neeley, T. (2021, May). Global business speaks English. *Harvard Business Review*. Retrieved from https://hbr.org/2012/05/global-business-speaks-english

7. Learn to pronounce sounds in American English. *Pronuncian.com.* Retrieved from https://pronuncian.com/sounds/
8. Peng, A., & Patterson, M. M. (2021). Relations among cultural identity, motivation for language learning, and perceived English language proficiency for international students in the United States. L*anguage, Culture, and Curriculum*. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/07908318.2021.1938106?journalCode=rlcc20
9. Al-Jarf, R. (2002). Effect of online learning on struggling ESL college writers. *NECC 2002 Conference*. San Antonio, TX, June 17–1; Durrani, A. (2019, September 19). How international students can practice English. *U.S. News*. Retrieved from https://www.usnews.com/education/best-colleges/articles/2019-09-09/how-international-students-can-practice-speaking-english
10. Sneed, A. (2015, July 15). Everything science knows about reading on screens. *Fast Company*. Retrieved from https://www.fastcompany.com/3048297/everything-science-knows-about-reading-on-screens
11. Marshall McLuhan. (2021). *Marshallmcluhan.com*
12. Cohn, J. (2021). *Skim, dive, surface: Teaching digital reading.* Morgantown, West Virginia: West Virginia University Press.
13. Barron, N. (2021). *How we read now: Strategic choices for print, screen, and audio*. New York: Oxford University Press.
14. Jabr, F. (2013, April 11). The reading brain in the digital age: The science of paper versus screens. *Scientific American*. Retrieved from https://www.scientificamerican.com/article/reading-paper-screens/
15. Clinton, V. (2019, January 13). Reading from paper compared to screens: A systematic review and meta-analysis. *Journal of Research in Reading.* Retrieved from https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9817.12269
16. Benson, K. (2020, July 28). Reading on paper versus screens: What's the difference? *BrainFacts*. Retrieved from https://www.brainfacts.org/neuroscience-in-society/tech-and-the-brain/2020/reading-on-paper-versus-screens-whats-the-difference-072820
17. Ibid.
18. Buzan, T. (1983). *Use both sides of your brain.* New York: E. P. Dutton.
19. Ibid.
20. Glenn, D. (2009, May 1). Close the book. Recall. Write it down. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/close-the-book-recall-write-it-down/
21. Liu, E. (2015, July 3). What every American should know. *The Atlantic*. Retrieved from https://www.theatlantic.com/politics/archive/2015/07/what-every-american-should-know/397334/
22. Barron, N. (2021). *How we read now.*
23. McCarroll, C. (2001). To learn to think in college, write—a lot. *Christian Science Monitor, 93*(177), 20.
24. De Vos, I. (1988, October). Getting started: How expert writers do it. *Training & Development Journal,* 18–19.
25. Bean, *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom.*
26. Portions of this section are based on Staley, C. & Staley, R. (1992). *Communicating in business and the professions: The inside word.* Belmont, CA: Wadsworth.
27. Based on Staley & Staley, *Communicating in business and the professions.*
28. Engleberg, I. N. (1994). *The principles of public presentation.* New York: HarperCollins; Daley, K., & Daley-Caravella, L. (2004). *Talk your way to the top.* New York: McGraw Hill.
29. Decker, K. (2012, May 9). Airline-inspired analogies. *Decker Blog.* Retrieved from https://decker.com/blog/airline-inspired-analogies/
30. Decker, Airline-inspired analogies.

Chapter 9

1. Higbee, K. L. (1988). *Your memory: How it works and how to improve it* (2nd ed.). New York: Prentice Hall.
2. Ibid.
3. Haden, J. (2021, September 7). 3 nearly effortless ways to improve your memory and recall, backed by neuroscience. *Inc.* Retrieved from https://www.inc.com/jeff-haden/improve-memory-recall-get-smarter-simple-ways-to-remember-more-neuroscience.html
4. Robson, D. (2018, February 12). A surprisingly potent technique can boost your short and long-term recall—and it appears to help everyone from students to Alzheimer's patients. *BBC*. Retrieved from https://www.bbc.com/future/article/20180208-an-effortless-way-to-strengthen-your-memory; Wein, H. (2010, February 12). Resting may boost memory. *National Institutes of Health*. Retrieved from https://www.nih.gov/news-events/nih-research-matters/resting-may-boost-memory
5. Godman, H. (2014, April 9). Regular exercise changes the brain to improve memory, thinking skills. *Harvard Health Publishing*. https://www.health.harvard.edu/blog/regular-exercise-changes-brain-improve-memory-thinking-skills-201404097110; UT Southwestern Medical Center. (2020, May 20). Exercise improves memory, boosts blood flow to brain. *ScienceDaily*. https://www.sciencedaily.com/releases/2020/05/200520084123.htm; Staff. (2018, August 22). The dangers of sitting: Why sitting is the new smoking. *Better Health*. https://www.betterhealth.vic.gov.au/health/healthyliving/the-dangers-of-sitting
6. Nairine, J. S. (2006). *Psychology: The adaptive mind.* Belmont, CA: Wadsworth/Thomson Learning.
7. Higbee, K. L. (1988). *Your memory: How it works and how to improve it* (2nd ed.). New York: Prentice Hall.
8. Miller, G. A. (1956). The magical number seven plus or minus two: Some limits on our capacity for processing information. *Psychological Review, 63,* 81–97; Raman, M., McLaughlin, K., Violato, C., Rostom, A., Allard, J. P., & Coderre, S. (2010). Teaching in small portions dispersed over time enhances long-term knowledge retention. *Medical Teacher*, *32*, 250–255.
9. Narayanan, K. The neurological scratchpad: What is working memory? (2004, July 7). *Brain Connection.* Retrieved from http://brainconnection.positscience.com/the-neurological-scratchpad-looking-into-working-memory/; Kerry, S. (1999–2002). Memory and retention time. *Education Reform.net*. Retrieved from http://www.education-reform.net/memory.htm
10. Noice, H., & Noice, T. (2006). What studies of actors and acting can tell us about memory and cognitive functioning. *Current Directions in Psychological Science*, *15*(1), 14–18.
11. Edmondson, A. C. (2015, June 24). Get rid of unhealthy competition on your team. *Harvard Business Review*. Retrieved from https://hbr.org/2015/06/get-rid-of-unhealthy-competition-on-your-team
12. Chamorro-Premuzic, T. (2015, July 9). Test-taking comes to the office. *Harvard Business Review*. Retrieved from https://hbr.org/ideacast/2015/07/test-taking-comes-to-the-office; Indeed Editorial Team. (2021, February 25). 7 types of pre-employment tests given by employers. *Indeed*. Retrieved from https://www.indeed.com/career-advice/career-development/types-of-pre-employment-testing
13. Bateson, J., Wirtz, J., Burke, E., & Vaughan, C. (2013, November). When hiring, first test, and then interview. *Harvard Business Review*. Retrieved from https://hbr.org/2013/11/when-hiring-first-test-and-then-interview
14. Dodeen, H. (2008). Assessing test-taking strategies of university students: Developing a scale and estimating its psychometric indices. *Assessment & Evaluation in Higher Education, 33*(4), 409–419.
15. Coren, S. (1996). *Sleep thieves.* New York: Free Press.
16. Brennan, C. (2015, December 16). Popping pills: Examiningthe use of "study drugs" during finals. *USA Today.*

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Retrieved from http://college.usatoday.com/2015/12/16/popping-pills-examining-the-use-of-study-drugs-during-finals/; Harrar, S. (2020, August 17). Adderall on campus. *Psycom*. Retrieved from https://www.psycom.net/adderall-college-students/

17. Brinthaupt, T. M., & Shin, C. M. (2001). The relationship of academic cramming to flow experience. *College Student Journal, 35*(3), 457–472.
18. Eryilmaz, S. B. (N. D.). Cramming: Why it's ineffective and should be avoided. *Stanford*. Retrieved from https://web.stanford.edu/~eryilmaz/cramming_is_ineffective.html
19. Tigner, R. B. (1999). Putting memory research to good use: Hints from cognitive psychology. *Journal of College Teaching, 47*(4), 149–152.
20. Small, G. (2002). *The memory bible.* New York: Hyperion.
21. Staff. (2010–2016). Test anxiety. *Anxiety and Depression Association of America*. https://adaa.org/living-with-anxiety/children/test-anxiety
22. Tozoglu, D., Tozoglu, M. D., Gurses, A., & Dogar, C. (2004). The students' perceptions: Essay versus multiple-choice type exams. *Journal of Baltic Science Education, 2*(6), 52–59.
23. Schutz, P. A., & Davis, H. A. (2000). Emotions and self-regulation during test taking. *Educational Psychologist, 35*(4), 243–256.
24. Coren, *Sleep thieves*.
25. Adelson, R. (2014, September). Nervous about numbers. *Association for Psychological Science*. Retrieved from https://www.psychologicalscience.org/observer/nervous-about-numbers#.WPupSfnyvb0; Moritz, K. (2017, March 28). "Math anxiety" is real, even if you're good at math. *Rewire*. Retrieved from https://www.rewire.org/math-anxiety-real/
26. Perry, A. (2004). Decreasing math anxiety in college students. *College Student Journal*, *38*(2), pp. 321–324.
27. Jonides, J., Lacey, S. C., & Nee, D. E. (2005). Processes of working memory in mind and brain. *Current Directions in Psychological Science*, *14*(1), 2–5.
28. Ashcraft, M. H., & Kirk, E. P. (2001). The relationships among working memory, math anxiety, and performance. *Journal of Experimental Psychology: General*, *130*(2), 224–237.
29. Beilock, S. L., Kulp, C. A., Holt, L. E., & Carr, T. H. (2004). More on the fragility of performance: Choking under pressure in mathematical problem solving. *Journal of Experimental Psychology: General*, *133*(4), 584–600.
30. Mundell, E. J. (2005, March 9). Test pressure toughest on smartest. *Health Day*. Retrieved from https://consumer.healthday.com/mental-health-information-25/anxiety-news-33/test-pressure-toughest-on-smartest-524405.html
31. Based partially on Arem, C. (2003). *Conquering math anxiety* (2nd ed.). Belmont, CA: Brooks/Cole.
32. Glenn, D. (2010, February 7). How students can improve by studying themselves. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Struggling-Students-Can-Imp/64004/
33. Firmin, M., Hwang, C., Copella, M., & Clark, S. (2004). Learned helplessness: The effect of failure on test-taking. *Education*, *124*(4), 688–693.
34. Heidenberg, A. J., & Layne, B. H. (2000). Answer changing: A conditional argument. *College Student Journal*, *34*(3), 440–451.
35. Staff. (2006, May 10). Clinton warning on global warming. *BBC News*. Retrieved from http://news.bbc.co.uk/2/hi/uk_news/scotland./glasgow_and_west/4755297.stm
36. Preparing for tests and exams. (2007). *York University*. Retrieved from http://www.yorku.ca/cds/lss/skillbuilding/exams.html#Multiple
37. Lawrence, J. (2006). Tips for taking examinations. *Lawrence Lab Homepage*. Retrieved from http://cobamide2.bio.pitt.edu/testtips.htm; Multiple choice test taking strategies. (N.D.). *University of Des Moines*. Retrieved from https://www.dmu.edu/wp-content/uploads/MULTIPLE-CHOICE-TEST-TAKING-STRATEGIES.pdf; Test taking tips: Guidelines for answering multiple-choice questions. *Arizona State University*. Retrieved from http://neuer101.asu.edu/additionaltestingtips.htm; Rozakis, L. (2003). *Test-taking strategies and study skills for the utterly confused.* New York: McGraw Hill; Robinson, A. (1993). *What smart students know.* New York: Crown Trade Paperbacks.
38. Schaffhauser, D. (2017, February 23). 9 in 10 students admit to cheating in college, suspect faculty do the same. *Campus Technology*. Retrieved from https://campustechnology.com/articles/2017/02/23/9-in-10-students-admit-to-cheating-in-college-suspect-faculty-do-the-same.aspx
39. Plagiarism.org. Retrieved from http://www.plagiarism.org/understanding-plagiarism; A cheating crisis in America's schools. (2007, April 29). *ABC News*. Retrieved from http://abcnews.go.com/Primetime/story?id=132376&page=1
40. Sneha, D. (2021, August 27). Reports of cheating at colleges soar during the pandemic. *NPR*. Retrieved from https://www.npr.org/2021/08/27/1031255390/reports-of-cheating-at-colleges-soar-during-the-pandemic
41. London, M. (2020, September 17). 5 ways to cheat on online exams. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/digital-learning/views/2017/09/20/creative-ways-students-try-cheat-online-exams
42. Young, J. R. (2010, March 28). High tech cheating abounds, and professors bear some blame. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/High-Tech-Cheating-on-Homew/64857/; Gabriel, T. (2010, August 1). Plagiarism lines blur for students in digital age. *The New York Times*. Retrieved from http://www.nytimes.com/2010/08/02/education/02cheat.html?_r=1&src=me&ref=homepage
43. Caught cheating. (2004, April 29). *Primetime Live*, ABC News Transcript. Interview of college students by Charles Gibson; Zernike, K. (2002, November 2). With student cheating on the rise, more colleges are turning to honor codes. *The New York Times*, p. Q10, column 1, National Desk; Warren, R. (2003, October 20). Cheating: An easy way to cheat yourself. The Voyager via U-Wire. *University Wire* (www.uwire.com); Heyboer, K. (2003, August 23). Nearly half of college students say Internet plagiarism isn't cheating. *The Star-Ledger*. Newark, New Jersey.
44. Tagg, J. (2004, March-April). Why learn? What we may really be teaching students. *About Campus*, 2–10; Marton, F., & Säljö, R. On qualitative differences in learning: I-Outcome and process. (1976). *British Journal of Educational Psychology*, *46*, 4–11.

Chapter 10

1. Cherwin, K. A. (2018, November 27). How employers measure emotional intelligence in candidates. *HigherEdJobs*. Retrieved from https://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=1774
2. Ibid.
3. Ibid.
4. Brooks, C. (2019, July 5). Emotional intelligence skills in hiring: How to spot them. *Business News Daily*. Retrieved from https://www.businessnewsdaily.com/15191-emotional-intelligence-hiring.html
5. Some situation topics are suggested at Hay Group Transforming Learning EI Quiz. *Haygroup.com*. Retrieved from http://atrium.haygroup.com/us/quizzes/emotional-intelligence
6. Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books; Checkley, K. (1997). The first seven … and the eighth: A conversation with Howard Gardner. *Expanded Academic ASAP (online database)*. Original Publication: Education, 116.
7. Parker, J. D. A., Duffy, J. M., Wood, L. M., Bond, B. J., & Hogan, M. J. (2005). Academic achievement and emotional intelligence: Predicting the successful transition from high school to university. *Journal of the First Year Experience*

& Students in Transition. 17(1), 67–78; Schutte, N. S., & Malouff, J. (2002). Incorporating emotional skills content in a college transition course enhances student retention. *Journal of the First Year Experience & Students in Transition. 14*(1), 7–21.

8. MacCann, R., Minbashian, A., & Double, K. (2020, March 2). Understanding emotions is nearly as important as IQ for students' academic success. *The Conversation*. Retrieved from https://theconversation.com/understanding-emotions-is-nearly-as-important-as-iq-for-students-academic-success-131212
9. Berenson, R., Boyles, G., & Weaver, A. (2008). Emotional intelligence as a predictor for success in online learning. *International Review of Research in Open and Distance Learning, 9*(2), 1–16; Zeidner, M., & Roberts, R. (2010). Coping mediates the relationship between emotional intelligence (EI) and academic achievement. *Contemporary Educational Psychology, 36*(2011), 60–70.
10. Goleman, D. (2015, March 5). Thinking and feeling go hand in hand in the classroom. *LinkedIn Pulse*. Retrieved from https://www.linkedin.com/pulse/thinking-feeling-go-hand-classroom-daniel-goleman
11. Ellwood, B. (2021. November 9). Meta-analysis suggests that emotional intelligence is declining among college students. *PsyPost*. Retrieved from https://www.psypost.org/2021/11/meta-analysis-suggests-that-emotional-intelligence-is-declining-among-college-students-62087; Kahn, M., Minbashian, A., & MacCann, C. (2021, March 16). College students in the western world are becoming less emotionally intelligent: A cross-temporal meta-analysis of trait emotional intelligence. *Journal of Personality*. Retrieved from https://onlinelibrary.wiley.com/doi/epdf/10.1111/jopy.12643
12. EQ-i:S Post Secondary, Multi-Health Systems, Inc. North Tonawanda, NY. Retrieved from http://www.mhs.com. Used with permission. Five scales of emotional intelligence.
13. Turning lemons into lemonade: Hardiness helps people turn stressful circumstances into opportunities. (2003, December 22). *American Psychological Association*. Retrieved from http://www.apa.org/research/action/lemon.aspx; Marano, H. E. (2003). The art of resilience. *Psychology Today*. Retrieved from https://www.psychologytoday.com/articles/200305/the-art-resilience; Fischman, J. (1987). Getting tough: Can people learn to have disease-resistant personalities? *Psychology Today*, *21*, 26–28; Friborg, O., Barlaug, D., Martinussen, M., Rosenvinge, & J. H. Intelligence. *International Journal of Methods in Psychiatric Research, 14*(1), 29–42; Schulman, P. (1995). Explanatory style and achievement in school and work. In G. M. Buchanan & M. E. P. Seligman (Eds.), *Explanatory style* (pp. 159–171). Hillsdale, NJ: Lawrence Erlbaum; American Psychological Association. (1997). Learned optimism yields health benefits. *How Stuff Works*. Retrieved from http://health.howstuffworks.com/mental-health/coping/learned-optimism-health-benefits.htm
14. Cherniss, C. (2000). Emotional intelligence: What it is and why it matters. *Consortium for Research on Emotional Intelligence in Organizations*. Retrieved from http://www.eiconsortium.org/reports/what_is_emotional_intelligence.html
15. Mejia, Z. (2017, August 29). What you can learn from self-made billionaire Elon Musk about emotional intelligence. *CNBC*. Retrieved from https://www.cnbc.com/2017/08/29/what-you-can-learn-from-elon-musk-about-emotional-intelligence.html
16. Whyte, A. (2021, January 8). Leaders versus managers in the pandemic-era workplace. *Forbes*. Retrieved from https://www.forbes.com/sites/forbeshumanresourcescouncil/2021/01/08/leaders-versus-managers-in-the-pandemic-era-workplace/?sh=280a79803c3c
17. Boyatzis, R. E., Cowan, S. S., & Kolb, D. A. (1995). *Innovation in professional education: Steps on a journey from teaching to learning.* San Francisco, CA: Jossey-Bass.
18. Saxbe, D. (2004, November 1). The socially savvy. *Psychology Today.* Retrieved from http://www.psychologytoday.com/articles/200501/the-socially-savvy
19. Knox, D. H. (1970). Conceptions of love at three developmental levels. *The Family Coordinator, 19*(2), 151–157; Fisher, H. (2004). *Why we love*. New York: Macmillan; Cramer, D. (2004). Satisfaction with a romantic relationship, depression, support and conflict. *Psychology and Psychotherapy: Theory, Research and Practice, 77*(4), 449–461.
20. Barth, S. (2001). *3-D chess: Boosting team productivity through emotional intelligence*. Boston: Harvard Business Publishing; Harvard Business School. (2004). *Teams that click*. Boston, MA: Harvard Business School Press.
21. Barth, *3-D chess*.
22. Tims, A. (2011, March 4). The secret to understanding soft skills. *The Guardian*. Retrieved from http://www.guardian.co.uk/money/2011/mar/05/secret-to-understanding-soft-skills
23. Levi, D. (2014). *Group dynamics for teams*. Thousand Oaks, CA: SAGE Publishing.
24. Daily Free Press Admin. (2013, February 6). Students working in groups have greater understanding, study suggests. *The Daily Free Press*. Retrieved from http://dailyfreepress.com/2013/02/06/students-working-in-groups-have-greater-understanding-study-suggests/
25. Coutu, D. (2009, May). Why teams don't work: An interview with J. Richard Hackman. *Harvard Business Review*. Retrieved from https://hbr.org/2009/05/why-teams-dont-work
26. Ibid.
27. Parker-Pope, T. (2009, April 20). What are friends for? A longer life. *The New York Times*. Retrieved from http://www.nytimes.com/2009/04/21/health/21well.html; Ybarra, O., Burnstein, E., Winkielman, P., Keller, M. C., Manis, M. Chan, E., & Rodriguez, J. (2008). Mental exercising through simple socializing: Social interaction promotes general cognitive functioning. *Personality and Social Psychology Bulletin, 34*, 248–259.
28. Luscombe. M. (2021, July 6). What we learned about relationships during the Pandemic. *Time*. Retrieved from https://time.com/6076596/relationsh ip-lessons-during-covid-19/
29. Juvonen, J., Schacter, Schacter, H. L., & Lessard, L. M. (2021, March 17). Connecting electronically with friends to cope with isolation during COVID-19 pandemic. *Journal of Social and Personal Relationships*. Retrieved from https://journals.sagepub.com/doi/full/10.1177/0265407521998459/]
30. Bregman, P. (2010, July 21). How to avoid (and quickly recover from) misunderstandings. *Harvard Business Review*. Retrieved from https://hbr.org/2010/07/how-to-avoid-and-quickly-recov.html; Bregman, P. (2011, January 3). The best way to use the last five minutes of the day. *Harvard Business Review*. Retrieved from https://hbr.org/2011/01/the-best-way-to-use-the-last-f.html
31. Ibid.
32. Dakss, B. (2006, March 3). Study: Bad relationships bad for heart. *CBS News*. Retrieved from http://www.cbsnews.com/news/study-bad-relationships-bad-for-heart/; Chang. L. (2005, December 5). Unhappy marriage: Bad for your health. *WebMD*. Retrieved from http://www.webmd.com/sex-relationships/news/20051205/unhappy-marriage-bad-for-your-health. Based on Keicolt-Glaser, J. (2005). *Archives of General Psychiatry, 62*, 1377–1384.
33. Dusselier, L., Dunn, B., Wang, Y., Shelley, M. C., & Whalen, D. F. (2005). Personal, health, academic, and environmental predictors of stress for residence hall students. *Journal of American College Health, 54*(1), 15–24; Hardigg, V., & Nobile, C. (1995). Living with a stranger. *U.S. News & World Report, 119*(12), 90–91. Nankin, J. (2005). Rules for roomies. *Careers & Colleges, 25*(4), 29.
34. Thomas, K. (1977). Conflict and conflict management. In M. D. Dunnette, (Ed.), *Handbook of industrial and organizational psychology.* Chicago: Rand McNally, pp. 889–935; Kilmann, R., & Thomas, K. W. (1975). Interpersonal conflict handling behavior as reflections of Jungian personality dimensions. *Psychological Reports, 37*, 971–980; Rahim, M., & Magner, N. R. (1995). Confirmatory factor analysis of the styles of

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

handling interpersonal conflict: First-order factor model and its invariance across groups. *Journal of Applied Psychology, 80*, 122–132; Wilmot, W. W., & Hocker, J. L. (2001). *Interpersonal conflict* (6th ed.). New York: McGraw Hill; Kilmann, R. H., & Thomas, K. W. (1977). Developing a forced choice measure of conflict-handling behavior: The MODE Instrument. *Educational and Psychological Measurement*, *37*(2), 309–325.

35. Luscombe. M. (2021, July 6). What we learned about relationships during the Pandemic. *Time*. Retrieved from https://time.com/6076596/relationship-lessons-during-covid-19/
36. Seltzer, R. (2017, June 20). The slowly diversifying presidency colleges and universities turn to experienced presidents in times of pressure, curtailing gains in diversity, study finds. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2017/06/20/college-presidents-diversifying-slowly-and-growing-older-study-find
37. Fulbeck, K. (2010). *Mixed: Portraits of multiracial kids*. San Francisco: Chronicle Books.
38. Race, the power of an illusion. *PBS*. California Newsreel. Retrieved from http://www.pbs.org/race/000_General/000_00-Home.htm
39. Foster-Frau, S., Mellnik, T., & Blanco, A. (2021, October 8). 'We're talking about a big, powerful phenomenon': Multiracial Americans drive change. *The Washington Post*. Retrieved from https://www.washingtonpost.com/nation/2021/10/08/mixed-race-americans-increase-census/
40. Laird, T. F. (2005). College students' experiences with diversity and their effects on academic self-confidence, social agency, and disposition toward critical thinking. *Research in Higher Education, 46*(4), 365–387.
41. Cross, J. D., & Carman, D. (2021, April 12). The relationship between Faculty Diversity and student success in public community colleges. *Community College Journal of Research and Practice*. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/10668926.2021.1910595?journalCode=ucjc20
42. Bucher, R. D. (2004). *Diversity consciousness: Opening our minds to people, cultures, and opportunities* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
43. Carnes, M. C. (2005). Inciting speech. *Change, 37*(2), 6–11.
44. Three decades of institutional change: 2014 annual member survey. (2014). *AAC&U*. Retrieved from https://www.aacu.org/aacu-news/newsletter/three-decades-institutional-change-campus-compact-annual-member-survey http://compact.org/wp-content/uploads/2015/05/2014-CC-Member-Survey.pdf
45. Staff Writers. (2021, August 17). Service program opportunities for college students and grads. *Best Colleges*. Retrieved from https://www.bestcolleges.com/blog/federal-service-programs-college-student-volunteer/
46. Campus Compact Staff. (2012, June 12). Vermont college and university students to help local communities with long term recovery. *Campus Compact*. Retrieved from http://compact.org/resource-posts/vermont-college-and-university-students-to-help-local-communities-with-long-term-recovery/
47. Venable, M. (2020, September 2). 4 ways college students can volunteer During COVID-19. *Best Colleges*. Retrieved from https://www.bestcolleges.com/blog/student-volunteer-opportunities-covid-19/
48. Zlotkowski, E. (1999). Pedagogy and engagement. In R. G. Bringle, R. Games, & E. A. Malloy (Eds.), *Colleges and universities as citizens*. Needham Heights, MA: Allyn & Bacon, pp. 96–120.
49. Honnet, E. P., & Poulsen, S. J. (1989). Principles of good practice for combining service and learning: A Wingspread special report. The Johnson Foundation.
50. Eyler, J., Giles, Jr., D. E., & Schmiede, A. (1996). A practitioner's guide to refection in service learning: Student voices and reflections. Nashville, TN: Vanderbilt University Press.
51. Lyons, P. (2005, April 15). The truth about teaching about racism. *The Chronicle of Higher Education, 51*(32), B5. Retrieved from http://www.chronicle.com/article/The-Truth-About-Teaching-About/30681
52. Bellstrom, K. (2015, December 23). Why 2015 was a terrible year to be a female Fortune 500 CEO. *Fortune*. Retrieved from http://fortune.com/2015/12/23/2015-women-fortune-500-ceos/
53. Women Business Collaborative. (2021, October 14). 8.2% of Fortune 500 CEOs are women, according to the 2021 Women CEOs in America Report. *PR Newswire*. Retrieved from https://www.prnewswire.com/news-releases/8-2-of-fortune-500-ceos-are-women-according-to-the-2021-women-ceos-in-america-report-301400856.html
54. Porter, E. (2021, July 29). Who discriminates in hiring? A new study can tell. *The New York Times*. Retrieved from https://www.nytimes.com/2021/07/29/business/economy/hiring-racial-discrimination.html
55. Smart, T. (2021, May 24). Report finds racism prevalent in the workplace. *U.S. News*. Retrieved from https://www.usnews.com/news/national-news/articles/2021-05-24/report-finds-racism-prevalent-in-the-workplace
56. Beilke, J. R., & Yssel, N. (1999). The chilly climate for students with disabilities in higher education. *College Student Journal, 33*(3), 364–372.
57. Parker, P. N. (2006, March–April). Sustained dialogue: How students are changing their own racial climate. About Campus, 11(1), 17–23.
58. Carrega, C., & Krishnakumar, P. (2021, October 26). Hate crime reports in US surge to the highest level in 12 years, FBI says. *CNN*. Retrieved from https://www.cnn.com/2021/08/30/us/fbi-report-hate-crimes-rose-2020/index.html
59. Ramirez, M. (2021, November 19). "Tragic and deeply upsetting": 2021 deadliest year on record for transgender and gender nonconforming people in US. *USA Today*. Retrieved from https://www.usatoday.com/story/news/2021/11/19/transgender-killings-record-tally-2021-sign-horrific-epidemic/8628699002/?gnt-cfr=1
60. Earley, P. C., & Mosakowski, E. (2004, October). Cultural intelligence. *Harvard Business Review*, 139–146. Retrieved from https://hbr.org/2004/10/cultural-intelligence; Early, C. P., Ang, S., & Tan, J. (2006) *CQ: Developing cultural intelligence at work*. Stanford, CA: Stanford University Press.
61. Earley, P. C., & Mosakowski, E. Cultural intelligence.
62. Hardach, S. (2021, March 22). The languages that defy auto-translate. *BBC*. Retrieved from https://www.bbc.com/future/article/20210322-the-languages-that-defy-auto-translate; *Statista*. Retrieved from https://www.statista.com/statistics/325653/north-america-number-of-internet-users/
63. Internet World Stats. (2017). World internet users and population stats. Retrieved from http://www.internetworldstats.com/stats.htm

Chapter 11

1. Dickler, J. (2021, September 8). Amid the "Great Resignation," just 7% of Americans say they have their dream job, survey finds. *CNBC*. Retrieved from https://www.cnbc.com/2021/09/08/post-covid-just-7-percent-of-workers-say-they-have-a-dream-job-.html
2. Boatman, A. (N.D.). 8 causes of job dissatisfaction & how to combat it. *AIHR*. Retrieved from https://www.aihr.com/blog/job-dissatisfaction
3. Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.
4. Moran, G. (2016, March 31). These will be the top jobs in 2025 (and the skills you'll need to get them). *Fast Company*. Retrieved from https://www.fastcompany.com/3058422/these-will-be-the-top-jobs-in-2025-and-the-skills-youll-need-to-get-them
5. Ibid.
6. Press Office. (2020, August 31). Number of jobs, labor market experience, marital status, and health: Results from a national

longitudinal survey. *Bureau of Labor Statistics*. Retrieved from https://www.bls.gov/news.release/pdf/nlsoy.pdf
7. Gregory, M. (2003, September 12). A liberal education is not a luxury. *The Chronicle of Higher Education, 50*(3), B16.
8. Staley, R. S., II. (2003). In C. Staley, *50 ways to leave your lectern* (pp. 70–74). Belmont, CA: Wadsworth.
9. U.S. Bureau of Labor Statistics. (2020, September 29). Retrieved from https://www.bls.gov/opub/ted/2020/median-tenure-with-current-employer-was-4-point-1-years-in-january-2020.htm
10. Niles, S. G., Amundson, N. E., & Neault, R. A. (2011). *Career flow: A hope-centered approach to career development*. Boston, MA: Pearson Education, Inc.
11. Farrell, E. F. (2006, December 12). Freshmen put high value on how well college prepares them for a profession, survey finds. *The Chronicle of Higher Education*. Farrell, E. F. (2007, January 5). Report says freshmen put career prep first. *The Chronicle of Higher Education, 53*(18), A32. Retrieved from http://chronicle.com/article/Report-Says-Freshmen-Put-Ca/19260/; Bok, D. (2010, January 31). College and the well-lived life. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Collegethe-Well-Lived-/63789/
12. Associated Press. (2007, January 22). Polls say wealth important to youth. *NewsOK*. Retrieved from http://newsok.com/article/3002446; Schwartz, B. (2004, January 23). The tyranny of choice. *The Chronicle of Higher Education, 50*(20), B6. Retrieved from http://www.chronicle.com/article/The-Tyranny-of-Choice/22622
13. Berrett, D. (2012, June 3). Changing majors is no big deal if the timing is right, studies find. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Changing-Majors-Is-No-Big-Deal/132105/
14. Burnett, B., & Evans, D. (2016). *Designing your life: How to build a well-lived joyful life*. New York: Alfred A. Knopf.
15. Yen, T. (2021, May 19). How to make better decisions about your career. *Harvard Business Review*. Retrieved from https://hbr.org/2021/05/how-to-make-better-decisions-about-your-career; Smart, T. (2021, May 24). Report finds racism prevalent in the workplace. *U.S. News*. Retrieved from https://www.usnews.com/news/national-news/articles/2021-05-24/report-finds-racism-prevalent-in-the-workplace
16. Cramer, R. (2014, September 8). 11 richest professional skateboarders in the world. *The Richest*. Retrieved from https://www.therichest.com/other-sports/11-richest-professional-skateboarders-in-the-world/; https://www.celebritynetworth.com/richest-athletes/skateboarders/nyjah-houston-net-worth/
17. Professional Skateboarder. (N.D.). *Inside Jobs*. Retrieved from http://www.insidejobs.com/careers/professional-skateboarder
18. Koeppel, D. (2004, December 5). Choosing a college major: For love or for the money? *The New York Times*, section 10, p. 1, column 4. Retrieved from http://www.nytimes.com/2004/12/05/jobs/choosing-a-college-major-for-love-or-for-the-money.html; Dunham, K. J. (2004, March 2). No ivory tower: College students focus on career. *Wall Street Journal* (Eastern Edition), pp. B1, B8. Retrieved from http://online.wsj.com/article/SB107818521697943524.html
19. Burnett, B., & Evans, D. (2016). *Designing your life*.
20. Ibid.
21. Based in part on Gordon, V. N., & Sears, S. J. (2004). *Selecting a college major: Exploration and decision making* (5th ed.). Upper Saddle River, NJ: Pearson Education.
22. Based on Hansen, R. S., & Hansen, K. Using a SWOT analysis in your career planning. *Quintessential Careers*. Retrieved from http://www.quintcareers.com/SWOT_Analysis.html
23. Rowh, M. (2003, February–March). Choosing a major. *Career World, 31*(5), 21–23.
24. Ezarik, M. M. (2007, April–May). A major decision. *Career World, 35*(6), 20–22.
25. Rask, K. N., & Bailey, E. M. (2002). Are faculty role models? Evidence from major choice in an undergraduate institution. *The Journal of Economic Education*, *33*(2), 99–124.
26. Tascano, P. (2013, September 13). America's most stressful jobs 2011. *CNBC*. Retrieved from https://www.cnbc.com/2011/04/19/Americas-Most-Stressful-Jobs-2011.html
27. Daskal, L. (2017, March 9). 12 important career lessons most people learn too late in life. *Inc*. Retrieved from https://www.inc.com/lolly-daskal/12-important-career-lessons-most-people-learn-too-late-in-life.html
28. Gallo, A. (2011, March 18). Where will you be in five years? *Harvard Business Review*. Retrieved from https://hbr.org/2011/03/where-will-you-be-in-five-year.html
29. Brooks, K. (2009). *You majored in what?* New York: Viking.
30. Kanter, R. M. (2011, March). Managing yourself: Zoom in, zoom out. *Harvard Business Review*. Retrieved from http://hbr.org/2011/03/managing-yourself-zoom-in-zoom-out/ar/1
31. Gallo, Where will you be in five years?

Chapter 12

1. Anderson, K. (2012, June 5). What captures your attention controls your life. *Harvard Business Review*. Retrieved from https://hbr.org/2012/06/what-captures-your-attention-c
2. Hanson, R. (2009). *Buddha's brain: The practical neuroscience of happiness, love, and wisdom*. Oakland, CA: New Harbinger Publications.
3. Bregman, P. (2016, March 28). You need to practice being your future self. *Harvard Business Review*. Retrieved from https://hbr.org/2016/03/you-need-to-practice-being-your-future-self
4. Ibid.
5. Goldhaber, G. M. (1986). *Organizational communication* (4th ed.). Dubuque, IA: Wm. C. Brown, p. 236. In Staley, R. S., II, & Staley, C. C. (1992), *Communicating in business and the professions: The inside word*. Belmont, CA: Wadsworth; Zenger, J., & Folkman, J. (2012, July 16). How damaging is a bad boss, exactly? *Harvard Business Review*. Retrieved from https://hbr.org/2012/07/how-damaging-is-a-bad-boss-exa
6. Flaherty, C. (2021, April 6). What employers want. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2021/04/06/aacu-survey-finds-employers-want-candidates-liberal-arts-skills-cite-preparedness
7. N.A. (2017, May 11). 27 highest-paying jobs that you can prepare for in two years or less. *Trade Schools, Colleges, and Universities*. Retrieved from https://www.trade-schools.net/articles/highest-paying-jobs-without-degree.asp
8. Peters, T. (1997, August 31). The brand called you. *Fast Company*. Retrieved from https://www.fastcompany.com/28905/brand-called-you
9. Pan, J. (2012, August 28). Students, here's how to kick-start your personal brand online. *Mashable*. Retrieved from http://mashable.com/2012/08/28/personal-branding-for-students
10. Johnson, K. (2016, May 15). 5 Business card apps to move your contacts into the digital age. *Business 2 Community*. Retrieved from http://www.business2community.com/mobile-apps/5-business-card-apps-move-contacts-digital-age-01544252#p0GhjEycAXJOL3Ay.97
11. Schawbel, D. (2010). *Me 2.0: 4 steps to building your future*. New York: Kaplan Publishing.
12. Jay, M. (2013, February). Why 30 is not the new 20. *TedTalk*. Retrieved from https://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20
13. Gershon, I. (2017, June 2). "A Friend of a Friend" is no longer the best way to find a job. *Harvard Business Review*. Retrieved from https://hbr.org/2017/06/a-friend-of-a-friend-is-no-longer-the-best-way-to-find-a-job
14. McConnon, A. (2007, August 30). Social networking is graduating—and hitting the job market. *BusinessWeek*. pp. IN 4, IN 6.

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

15. Kearl, M. (2021). 6 tips for successful virtual networking, even during the pandemic. *The Muse*. Retrieved from https://www.themuse.com/advice/tips-remote-networking-during-covid-pandemic
16. Poulin, R. (2016, March 10). Is your resume ready for automated screening? *LinkedIn*. Retrieved from https://www.linkedin.com/pulse/your-resume-ready-automated-screening-richard-poulin/
17. Giang, V. (2012, April 9). What recruiters look at during the 6 seconds they spend on your resume. *Business Insider*. Retrieved from https://www.businessinsider.in/What-Recruiters-Look-At-During-The-6-Seconds-They-Spend-On-Your-Resume/articleshow/21056137.cms
18. Poulin, R. Is your resume ready for automated screening?
19. Bahler, K. (2017, April 10). What your cover letter should look like in 2017. *Fortune*. Retrieved from https://fortune.com/2017/04/19/job-search-cover-letter-tips/
20. Gilchrist, K. (2018, October 2). Your next job interview could be with a robot. *CNBC Make It*. Retrieved from https://www.cnbc.com/2018/10/03/future-of-jobs-your-next-job-interview-could-be-with-a-robot.html
21. Staff. (2018, October 3). Robots are now holding job interviews. *CBS Philly*. Retrieved from https://philadelphia.cbslocal.com/2018/10/03/robots-are-now-holding-job-interviews/
22. Lopaze, K. (2018, June 13). How to prepare for a job interview when the interviewer is a robot. *The Job Network*. Retrieved from https://www.chicagotribune.com/business/careers/sns-realmatch-23835-realmatch-23835-20180606-story.html
23. McKeever, V. (2021, April 13). How to ace a job interview with a robot recruiter. *CNBC Make It*. Retrieved from https://www.cnbc.com/2021/04/13/how-to-ace-a-job-interview-with-a-robot-recruiter.html
24. Dishman, L. (2018, January 10). This year your first job interview might be with a robot. *Fast Company*. Retrieved from https://www.fastcompany.com/40515583/this-year-your-first-interview-might-be-with-a-robot
25. Cedja, B. D., Kaylor, A. J., & Rewey, K. L. (1998). Transfer shock in an academic discipline: The relationship between students' majors and their academic performance. *Community College Review*, *26*(3), 1–13.
26. Occupational Outlook Handbook 2015. Retrieved from https://www.bls.gov/ooh/
27. Thurmond, K. (2007). Transfer shock: Why is a term forty years old still relevant? National Academic Advising Association (NACADA). Retrieved from http://www.nacada.ksu edu/Resources/Clearinghouse/View-Articles/Dealing-with-.transfer-shock.aspx; T. J., Milligan, D. M., & Nelson, L. R. (2000). Alleviating transfer shock: Creating an environment for more successful transfer students. *Community College Journal of Research and Practice*, *24*, 443–452.
28. Coplin, B. (2003). *10 things employers want you to learn in college*. Berkeley, CA: Ten Speed Press.

Index

Note: Numbers followed by (b) indicate boxes; by (e) indicate exercises; by (f) indicate figures; by (t) indicate tables.

A

Abbreviations, for note-taking, 186f
A-B-C method, 100
Ability and mindset, 41
Absolutes, 248
Academic achievement and critical thinking, 137
Academic advisors, 13
Academic anatomy, 303–306, 304f
Academic discipline, 291–293
Academic Intrinsic Motivation Self-Assessment, 44–45e, 46
Academic probation, 15, 16
Academic professionalism, 10–13, 173
Accomplishments, acknowledging of, 103
Accountability, 237
Acting and memory, 236
Action, taking, 55
Active voice, 206
Active-learning lecturers, 182
Adams, Scott, 27
Adequacy of sound arguments, 128
Advice, 151
Age diversity, 278t
Algebra class, note-taking for, 193, 194f
Allostatic load, 114
All-over-the-map lecturers, 181
Alternating strategy, 104
American Institute of Stress, 116
Analytical decision-making style, 135
Annotate, 210
Answers, changing on tests, 247
Antivirus software, 152
Anxiety
  anticipating of, 118
  busyness as cause of, 38
  definition of, 115
  resources for, 116
  speaking-related, 221f
  stress caused by, 112
  test-related. *See* Test anxiety
Anxiety and Depression Association of America, 116
Anxiety disorders, 115–116
Applicable courses, 8
Apps
  Calm, 37
  Dayboard, 195
  Evernote, 195
  Headspace, 37
  Meditation Studio, 37
  Shine, 37
  Simplenote, 195
Aptitude, 49
Arguments, analyzing, 127–129
Articulation agreement, 8
Artificial intelligence (AI), 323
Asking questions in class, 62, 194, 196
Aspen Commons Apartment Complex case study, 132–133e
Assertions, 251
Assignments, understanding, 80, 82
Associate's degree
  as career-oriented, 7–8
  transfer of courses and, 8
Assumptions
  assessing, 129
  unwarranted, 131
Asynchronous learning, 150–153
Attendance at classes, 11, 84, 176
Attention
  creating your future and, 313
  management of, 90, 95
Attitude
  adjusting, 49–51, 64
  positive, 10
Audience
  connecting with, 224
  for presentations, 220
  for writing, 214
Aural learning style, 70, 73f, 150, 184
Automatic responses, 39
Autonomy, 48

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

B

Back-up plan, 152
Balancing, of work, school, and personal life, 104–105
Behavioral decision-making style, 135
Bertolini, Mark, 91
Biological clock, 93
Bipolar disorder, 117
Blackboard, 148
Blessings, acknowledging, 50–51
Bliss, discovering, 290, 294–296
Bodily-kinesthetic intelligence, 67e, 69f
Bookmarking electronic sources, 163
Boxing method, of note-taking, 191–192, 192f
Brain
  learning and, 62
  mindfulness benefits for, 37
Brainstorming, 133–134
Branding self, 317–318
Bransford, John, 53
Breaks, study, 82
Bundling strategy, 105
Burden of proof, 131
Burnout, 37, 175
Business cards, 318
Busyness, 38

C

Calculators, 244–245
Calm app, 37
Campbell, Naomi, 279–280
Campus Compact, 281b
Campus resources, 19, 20e
Canvas, 148
Card catalogs, 160
Career
  branding self, 317–318
  choosing major and, 300–306
  continuing education, 325f, 325–327
  exploring, 314
  intrinsic motivation and, 47
  launching, 312–315, 317
  networking, 318–319, 319
  path for, 326f
  portfolio of best work, 317
  as river, and career flow, 294
  trial experiences, 315f
  What Are Your Job Preferences?, 298e
  What If...A Crystal Ball for Careers?, 316e
  What Specialty Careers Can a Healthcare Focus Choose From?, 303f
  Which Career Should a Chemistry Major Choose?, 302f
  Which Science Should a Science Teacher Major In?, 302f
Carlson, Dawn, 104
Catastrophizing, 243
Cause and effect, 131
Centers for Disease Control and Prevention, 116
Certificates, 9–10
Challenge
  intrinsic motivation and, 47, 63
  talking through, 82
Challenge Reaction Insight Action (CRIA) system, 53–55, 54f
Charles, Ray, 25
Cheating, on tests, 253–255
Choices, recognizing, 50
Chronological approach to résumés, 320, 321f
Chunking, 236
Circle of Learning, 292f
Citation, 167
Claims, 129–130
Classes. *See also* Coursework
  attendance at, 11, 84, 176
  engagement during, 174–177
  online. *See* Online classes
  talking during, 177
  texting during, 177
Collaborative learning, 272
College
  academic disciplines, 291–293
  campus resources, 19, 20e
  Circle of Learning, 292f
  concurrent enrollment, 9
  evaluating rightness of, 329
  purpose of, 291
  reasons for attending, 4–7
  transferring to a university, 8
College degree
  benefits of, 22–24
  as investment in future, 4, 6, 36
  obstacles to, 23
  plan for, 13, 14b
Collier, Robert, 36
Commentary, 210
Communication. *See also* Reading; Writing
  with authors of textbooks, 209–210
  channels of, 212–213e
  e-mail, 156–159, 158e
  emotional energy and, 94
  with family members, 24b
  gestures as, 178–179

in groups, 269–270, 272
importance of, 203
in important relationships, 272–274
with online instructors, 151
personalizing and, 273
seven P's of speaking, 220–224
skills in, 203
speaking skills, 221f
written, 10
Community college. *See* College
Compare and contrast format, 216
Compelling, writing as, 218
Competence, 49
Comprehension, memorization *versus*, 245
Concentration, area of, 13
Conceptual decision-making style, 135
Conclusions, jumping to, 131, 178
Concreteness of goals, 53
Concurrent enrollment, 9
Conflict
management of, 274–275
in schedule, 98
What's Your Conflict Style?, 275–276e
Content-intensive lecturers, 181
Context, 206
Continuous learning, 61
Contradictory opinions, 127
Control, intrinsic motivation and, 47
Co-op programs, 315f
Copying and pasting, 163b, 167
Core requirements, 13
Core values, 51, 52e
Cornell system, of note-taking, 188–189, 189f
Coronavirus. *See* COVID-19 pandemic
Corticosterone, 241
Counseling, 113, 267
Coursework
applicable, 8
developmental, 17, 200
dropping, 15–16
feelings about, 64
finding help with, 19
hybrid courses, 148–149
number of credits, 15
plan for, 13
prerequisite, 15, 63
transferable, 8
varying study techniques according to, 83
Cover letters. *See also* Résumés
critiquing, 322e
writing, 319–320, 323–324, 325
Covey, Steven, 118
COVID-19 pandemic
emotional intelligence affected by, 266
engagement in college during, 174
isolation of students during, 264
test-taking affected by, 237
vaccine, 124
working from home during, 203
workplace changes, 266
Cramming, 85, 240–241
Creative thinking
importance of, 124
note-taking and, 195
overview of, 125, 137–139, 140f, 141
Credit cards, 106–109
Credit reports, 109
Credits, 15
Critical thinking
academic achievement and, 137
considering claims, 129–130
definition of, 125
four-part model of, 126f, 126–136
importance of, 124
improving skills of, 136–137
metacognition, 136
overview of, 125–126
problem solving skills, 133–134
productive skills of, 130
reasoning skills, 126–132
receptive skills of, 130
in workplace, 141b
Csikszentmihalyi, Mihaly, 139
Cuban, Mark, 125
Cuddy, Amy, 46
Cultural intelligence (CQ)
Diagnosing Your Cultural Intelligence, 284e
overview of, 283–285
Cultural literacy, 210
Curiosity and intrinsic motivation, 46–47
Curious creative style, 138
Currency of information, 164

D

Databases, library, 160–161
Day in the Life of an Online Student, A, 153–154e
Dayboard app, 195
Deadlines
benefits of, 91
intermediate, 98
for studying, 83
Decision making
emotional intelligence and, 266
styles of, 134–135

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Deductive arguments, 127
Deep learners, 55
Deep-level processing, 256, 257f
Defining problems, 133
Degree. *See* College degree
Depression
  busyness as cause of, 38
  examples of, 116–117
  historical figures who suffered from, 117
  medications for, 117
  prevalence of, 116
  signs and symptoms of, 117
  stress as cause of, 28
Designing Your Life, 297f
Developmental courses, 17, 200
Diagnosing Your Cultural Intelligence, 284e
Diet, 93–94
Directions for tests, reading, 246
Directive decision-making style, 135
Disability bias, 282f
Disciplines, studying of, 77–79e
Discrimination, 279, 282
Discussion board, 151
Dissecting text, 210
Distance classes, 148
Distance learning, 148–149
Distractions, 92, 313
Diversity
  appreciating and taking advantage of, 279–282
  overview of, 276–279
  perceptions of types of, 278t
  Your Views on Diversity, 277e
D2L, 148
Do You Know How to Study?, 76–79e
Dreams, 51–53
Dropping courses, 15–16
Dropping out, 6, 23
Drugs, as study aids, 240
Dweck, Carol, 41, 43
Dynamism, 154
Dyslexia, 200

E

Earning potential, 22, 325f
Editing written works, 216
Education, continuing, 325f, 325–327, 326f
Effort and mindset, 39–43
Either/or thinking, 131
E-learning. *See also* Online classes; Online learning
  defined, 148
  tips for, 150–153
Electives, 65
E-mail
  checking, 12
  grammar in, 157
  writing, 156–159, 158e
Emotional appeals, 131
Emotional energy, 94
Emotional intelligence (EI)
  components of, 266
  definition of, 265
  How Would You Respond?, 264e
  improving, 267–268
  overview of, 263–264
  self-perception, 265
  as skill set, 262
  as soft skill, 268
Emotions, negative, 102
Empathy, 266
Employees
  burnout of, 37, 175
  engagement by, 175
  skills needed by, 124
Employers. *See also* Workplace
  critical thinking skills and, 124, 141b
  interviewing for jobs with, 324f
  lessons learned in college and, 327–329
  skills looked for by, 5
Energy management
  physical, 93
  for tests, 239
Engagement
  asking questions and, 194, 196
  choosing, 177
  in classroom, 174–177
  defined, 174
  first-generation students and, 24b
  importance of, 12–13, 22
  rules of, 174–177
  in work, 175
English
  building blocks of, 203–206
  non-native speakers of, 205
  as second language, listening tips for, 182b
Environment for learning, 152
e-skills, 203
Essay questions, 251
Essay tests, 251–253
Ethical standards, 254
Evaluating options, 134
Evernote app, 195
Evidence, 127
Exams. *See* Test(s)

Exhaustion, sustained, 91
Expenses, 111
Experts, 62
Extra credit, 329
Extrinsic motivation, 45, 47f
Eye contact, 154, 323

F

Facilitators, 181
Fact, 129
Faculty advisors, 13
FAFSA (Free Application for Federal Student Aid), 110b
Failing forward, 27–28
False authority, 131
Family, as resource, 273
Faulty reasoning, 130–131
Feedback, 65
Feelings
  about courses, 64
  negative, 64
  transient, 39
Fees of credit card companies, 109
Fellowships, 110b
Fill-in-the-blank tests, 250–251
Financial aid, 110b
Fine print on credit card contracts, 109
First-generation college students, 23, 24b
Fit, of goals, 53
Fixed expenses, 111
Fixed mindset, 43
Flash cards, 245–246
Flextime, 98
Flow, achieving, 139
Focus
  time management and, 90–94, 94–95
  tips for improving, 40f, 92–93, 177
FOCUS acronym for goal setting, 53
FOCUS challenge case
  reading, 30b
  writing, 30–31e
Focus Exit Interview, 331–334
Focused listening, 178–179. *See also* Listening with focus; Note-taking
Focused thinking, 125, 130f. *See also* Critical thinking
Food, for physical energy, 93–94
Four Ps: Passion, Purpose, Practicality, Promise, 295e
Free Application for Federal Student Aid (FAFSA), 110b
Free time, 94–95
Friendship, 273
Future
  creating of, 313
  investing in, 4, 6, 36

G

Gardner, Howard, 66
Gates, Bill, 195
GED (general education development), 4
Gender bias, 282f
Gender diversity, 278t
Gender identity bias, 282f
Generalized anxiety disorder (GAD), 115
Geographic diversity, 278t
"Give-up-itis," 25
Goals
  dreams *versus*, 51–53
  long-term, 53
  memory and, 236
  progress as, 4
  short-term, 53
  tests and, 240
  usefulness of, 53
Goleman, Daniel, 28
Google, 37, 161
GPA (grade point average), 16
Grading, 16
Grammar and e-mail, 157
Grants, 110b
"Great Resignation," 175, 290
Grit, 24–28
Grit Scale, 25–26e
Groups, working in
  communication and, 269–270, 272
  as employee, 272
  example of, 260–261
  importance of, 12
  rules for, 271f
  What Are Your Views on Groupwork?, 269e
Growth mindset, 43
Guided Pathways, 13, 29

H

Handouts, instructor-provided, 185
Hanks, Tom, 8
Hard listening skills, 179–180, 180e
Hate crime offenses, 282f
Headspace app, 37
Health, maintaining, 177
Help, asking for, 19
Hidden curriculum, 328
High school, transitioning to college from, 2–4, 6

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

History class, note-taking for, 193, 193f
Homework, 245, 255
How Fiscally Fit Are You? self-assessment, 106e
How Not to Win Friends and Influence People Online, 158e
How to Succeed in College by Really Trying, 81f
How Well Do You Listen? self-assessment, 183e
How Would You Respond?, 264e
Hugo, Victor, 215
Hybrid courses, 148–149

I

Imaginative thinking, 138
Implementing solutions, 134
Individualized Education Plan (IEP), 84b
Inductive arguments, 127
Inferences, 206, 207e
Infographics, 21f
Information
  gathering and using of, 328
  perception of, 70–73
Information literacy, 161–166, 162f
Injustice, 280
Innovative thinking, 138
Insight, 23, 55
Insightful creative style, 138
Inspirational thinking, 138
Instructors
  lecture styles of, 181–182
  lectures of, 179–180
  respect for, 11–12, 179
Intelligence
  creative thinking compared to, 137
  cultural, 283–285, 284e
  emotional. *See* Emotional intelligence
  Multiple Intelligences Self-Assessment, 66–68e
  multiple types of, 65–70, 69f, 264–265
Intentional plagiarism, 167
Interactive orientations, 29
Internet, plagiarism and, 166–167, 168f
Internships, 305, 315f
Interpersonal intelligence, 67e, 69f
Interpersonal skills, 265
Interpreting Your VARK Preferences, 71e
Interviews
  by artificial intelligence, 323
  etiquette during, 324f
  Focus Exit Interview, 331–334
  for jobs, 324f
In-text citation, 167
Intrapersonal intelligence, 68e, 69f
Intrinsic motivation
  Academic Intrinsic Motivation Self-Assessment, 44–45e
  curiosity and, 46
  extrinsic motivation compared to, 47f
  learning and, 63
  overview of, 45
Intuitive thinking, 138

J

Job. *See also* Career
  artificial intelligence screening of candidates for, 323
  dissatisfaction with, 290
  treating school as, 83
Johnson, Dwayne, 117

K

Kinesthetic learning style, 70, 73f, 184

L

Lady Gaga, 117
Learned optimism, 266
Learners
  deep-level, 256, 257f
  mindset of, 41–42
  surface-level, 256, 257f
Learning. *See also* Learning styles; Study techniques
  asynchronous, 150–153
  best conditions for, 62–65
  brain and, 62
  collaborative, 272
  continual, 61
  continuing, 330
  distance, 148–149
  e-. *See* E-learning
  emotional intelligence and, 265
  environment for, 152
  as internally initiated, 63
  lifelong, 23
  mobile, 150
  multiple intelligences and, 65–70
  online. *See* Online learning
  optimal, conditions for, 63
  overview of, 60
  passive, 65
  perception of information in, 70–73
  personality in, 74–76
  to recall information, 230, 247

to recognize information, 230, 247
self-regulated, 246
service, 280, 281b, 315f
synchronous, 149–150, 154–156
from test results, 255–256
Learning chain reaction, 53–55, 54f
Learning community, 151
Learning curve, 13
Learning disabilities, 84b
Learning management system (LMS), 147
Learning points, turning points and, 50
Learning styles
note-taking and, 184, 185–187
overview of, 70–73, 71e
study style and, 80
testing and, 243
Learning to think, 122–123. *See also* Critical thinking
Lecture styles, 181–182
Library
navigating, 160–161
reference librarians, 163b
Lifelong learning, 23
Lifestyle, 305
Lincoln, Abraham, 117
Linguistic intelligence, 66e, 69f
LinkedIn, 61
Listening with focus. *See also* Note-taking
as hard listening skill, 179–180, 180e
if English is second language, 182b
lecture styles and, 181–182
overview of, 178–179
re-listening to lectures, 181
Literacy-based culture, 208
Loans, 110b
Location of presentations, 220, 222
Logic, 128
Logical fallacies, 131, 132–133e
Logical-mathematical intelligence, 66e, 69f
Long-term goals, 53
Long-term memory, 234–236
Louganis, Greg, 117

M

Main ideas, 185, 206–207
Major, choosing
advising office, faculty advisor, and, 13
bliss, discovering, 294–296
career and, 300–306
Designing Your Life, 297f
Four Ps: Passion, Purpose, Practicality, Promise, 295e
overview of, 293–294
preliminary research for, 296–299
SWOT analysis for, 299–300, 300f, 301e
What Are Your Job Preferences?, 298e
What Specialty Careers Can a Healthcare Focus Choose From?, 303f
Which Career Should a Chemistry Major Choose?, 302f
Which Science Should a Science Teacher Major In?, 302f
Managing. *See also* Energy management; Time management
attention, 90, 95
conflict, 274–275
money, 105–111, 106e, 107–108e
stress, 266
Manipulating notes, 197
Marketplace of ideas, 6
Mason, Richard O., 135
Master study plans, 80–84
Matching tests, 250–251
Math
algebra class, note-taking for, 193, 194f
importance of, 328–329
Math anxiety, 244–246
Mayer, Jeffrey, 90
MBTI (Myers-Briggs Type Indicator), 74–75
McLuhan, Marshall, 208
Meaning and memory, 236
Meditation, 39
Meditation Studio app, 37
Memory
acting and, 236
chunking and, 236
five ways to master, 235f
as intelligence-specific, 68
overview of, 230
recording part of, 232, 234
retaining and retrieving parts of, 234–236
short-term, 232
Subjective Memory Test, 233e
Three R's of Remembering, 232, 232f, 234
tips for, 231
working, 232, 242
Mental Health America, 116
Mental readiness for class, 176
Mentors, 24b, 267
Messages, writing, 156–159, 158e
Metacognition, 76–85, 136
Mind maps, 189, 190f, 193
Mindfulness, 37–39
Mindlessness, 38

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Mindset
ability and, 41
fixed, 43
growth, 43
success and, 39–43
Miscellaneous expenses, 111
Mistakes, learning from, 246
Mnemonics, 235f
Mobile learning, 150
Money management, 105–111, 106e, 107–108e
Monitoring
of expenses, 109
of progress toward goals, 53
Monroe, Marilyn, 117
Moodle, 148
Moods, monitoring, 243
Motivation
Academic Intrinsic Motivation Self-Assessment, 44–45e, 46
extrinsic, 45, 47f
intrinsic. *See* Intrinsic motivation
for learning, 63
overview of, 43, 45–47, 47f
self-motivation, 48–49
stress and, 112
values and, 51
Moving and memory, 236
Multimodal learning styles, 72
Multiple intelligences, 65–70, 69f, 264–265
Multiple Intelligences Self-Assessment, 66–68e
Multiple-choice questions, 247, 248–250
Multitasking, 91–92
Musical intelligence, 67e, 69f
Myers-Briggs Type Indicator (MBTI), 74–75

N

Napping, 93
National Institute of Mental Health, 116
Naturalistic intelligence, 68e, 69f
Negative attitude, 240
Negative emotions, 102
Negative feelings, 64
Negativity meter, 50
Netiquette, 157–159, 158e
Networking, 318–319, 319
Non-native English speakers, 205
Notes/note-taking
abbreviations for, 186f
boxing method of, 191–192, 192f
color-coding, 188f
Cornell system, 188–189, 189f
electronically, 186–187
learning styles and, 184, 185–187
mind maps, 189, 190f
online classes and, 152
outlining, 187f, 187–188
overview of, 183–184
sketchnotes for, 191, 191f
by subject, 193, 193f, 194f
by system and subject, 184–187
use of, 196–198, 197f
while reading from textbooks, 192, 210
Novices, 62
Nutrition, 93–94
Nyad, Diana, 19

O

Obama, Michelle, 23
Objective questions
answering of, 247
definition of, 247
multiple-choice, 248–250
short-answer, fill-in-the-blank, and matching, 250–251
true-false, 248
Objectivity, 164
Obsessive-compulsive disorder (OCD), 115–116
Offline, working, 92
Off-to-the-races lecturers, 181
OneNote software, 195
Online classes. *See also* E-learning
asynchronous learning in, 150–153
respect during, 11
synchronous learning in, 149–150
time management for, 12, 152, 153–154e
Online learning
advantages of, 149t
asynchronous learning, 150–153
basics of, 148–159
disadvantages of, 149t
history of, 148
hybrid courses, 148–149
importance of, 146
options for, 148–150, 149f
popularity of, 148
synchronous learning, 149–150, 154–156
Online messages, 156–159, 158e
Online research, 161–166
Online tests, 247
Op-ed pieces in newspapers, 127
Open-book tests, 240
Open-door admissions policy, 17
Optimism, realistic, 27
Orators, 181

Ostrich Syndrome, 11
Outlining, 187f, 187–188
Outsourcing strategy, 104
Oversimplification/overgeneralization, 131
Ownership of goals, 53

P

Pandemic. *See* COVID-19 pandemic
Panic disorder, 116
Paper Submission Checklist, 219b
Paraphrase, 167
Paraphrasing
  notes, 197–198
  sources, 168f
Passive learning, 65
Passive voice, 206
Patience, 268
Pauk, Walter, 188
PCP Syndrome (Parking Lot, Class, Parking Lot), 19
Peer pressure during tests, 247
People skills, 328
Perceived stressors, 112
Perception
  diversity and, 276, 278t
  of information, 70–73
Perfectionists, 122
Performers, 41–42
Perry, Katy, 117
Personal attacks, 131
Personal meaning, 64
Personality, learning and, 74–76
Personalizing of things, 273
Phobias, 116
Physical diversity, 278t
Piling on, 10–11
Pillow Method, 138, 138f
Pills to stay awake, 240
Plagiarism, 163b, 166f, 166–167, 168f
Planners, for time management, 97–98
Planning ahead
  for answers to essay questions, 251
  for meetings with advisors, 15
  for presentation, 224
Platforms, 152
Podcasts, 181
Portfolio of best work, building, 317
Positive attitude, 10
Power poses, 46
PowerPoint (Microsoft)
  miniatures as handouts, 190f, 190–191
  storyboarding, 223f
  as tool for presentations, 222b
Prefixes, 204
Prejudice, 279
Preliminary research, 296–299
Preparation
  for presentations, 222–224
  for tests, 238–246
Prerequisite courses, 15, 63
Presence, cultivating, 46
Presentations
  delivering of, 223
  listeners of, 220
  performance of, 224
  place for, 220, 222
  planning for, 224
  preparation of, 222
  purpose of, 220
  rehearsal of, 224
Previewing lectures, 181
Prewriting stage of writing, 214
Primary sources, 202
Prioritizing
  study time, 84, 95
  tasks on To-Do List, 100–101
Problem solving
  importance of, 125, 328
  skills in, 114
  steps in, 133–134
Problem-solution format, 216
Procrastination, 15, 28, 102–104
Professionalism, academic, 10–13, 173
Progress, as goal, 4
Proofreading, 216
Propositions, 127

Q

Qualifiers, 248
Questions
  asking in class, 62, 194, 196
  essay, 251
  multiple-choice, 247, 248–250
  objective. *See* Objective questions
  subjective, 247, 251–253
  true-false, 248
Quick Study infographics, 21f
“Quits,” 175

R

Racism/racial discrimination, 277–279, 281–282, 282f
Reaction, in learning chain, 54–55

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Reading
assigned, 174–176
building skills for, 202–207
case studies, 30b
essential points about, 207–212
importance of, 202
physical factors in, 209
psychological factors in, 209
self-assessment of, 209
taking notes while, 192
Reading aloud, 210–211
Read/write learning style, 73f, 150, 184
Realistic optimism, 27, 141b
Reasoning skills
analyzing arguments, 127–129
assessing assumptions, 129
avoiding faulty reasoning, 131
considering claims, 129–130
overview of, 126–127
Recall, learning information to, 230, 247
Recognize, learning information to, 230, 247
Recording part of memorization process, 232, 234
Reference librarians, 163b
Reframing of skills, 305
Rehearsal of presentations, 224
Relaxation training, 243
Relaxed alertness, state of, 63–64
Relevancy of sound arguments, 128
Religious diversity, 278t
Remedial courses, 17
Renewal, of emotional energy, 94
Research
for class assignment, 165
preliminary, for major, 296–299
scholarly, 202
topics for, 161–162, 163b
Research projects
defining topics, 161–163, 163b
evaluating sources, 164
locating sources, 163
organizing information, 164–165
plagiarism and, 166f, 166–167, 168f
Research skills
information literacy, 161–166, 162f
library and, 160–161
overview of, 159–160
top mistakes, 163b
Resilience, 24–28, 266
Resourceful creative style, 138
Resources on campus, using, 19, 20e, 84b
Resources Your Campus Offers, 20e
Respect, for instructors, 11–12, 179
Responsibility, taking, 178, 329
Résumés, 319–325, 325. *See also* Cover letters
Retaining and retrieving parts of memorization process, 234–236
Returning to school after breaks, 6–7
Reviewing
of notes, 196–198, 197f
for tests, 239
of tests before turning in, 247
Review-the-text lecturers, 182
Rewriting stage of writing, 215–216
Rhythms of body, natural, 93
Robbins, Tony, 4
Robinson, Diana, 52
Rodgers, Aaron, 39
Rogers, Will, 62
Rowe, Alan, 135, 137
Rowling, J.K., 28
Rubin, Gretchen, 195
Rules
of engagement, 174–177
knowing, 12

S

Sanchez, Sylvia, 52
Schedule conflicts, 98
Scheduling study time, 95, 96e
Scholarly research, 202
Scholarships, 110b
Science Daily/Stress News, 116
Screen-based culture, 208
Seat in classroom, choosing, 176–177
Second thoughts, 4
Self-absorption, 28
Self-assessments
Academic Intrinsic Motivation, 44–45e
Core Values, 52e
How Fiscally Fit Are You?, 106e
How Well Do You Listen?, 183e
Multiple Intelligences, 66–68e
reading challenges, 209
Subjective Memory Test, 233e
Test Anxiety Survey, 242e
Self-concept, 141
Self-expression, 265
Self-handicapping, 41
Self-motivation, 48–49
Self-perception, 265
Self-reflection, 39
Self-regulated learning, 246
Self-responsibility, 329. *See also* Responsibility, taking

Sensory channels, 70–73
Service learning, 280, 281b, 315f
Seven P's of speaking, 220–224
Sexism, 281
Sexual orientation diversity, 278t
SHARP acronym, 223
Shine app, 37
Short-answer tests, 250–251
Shorthand system, 186, 186f
Short-term goals, 53
Short-term memory, 232
Short-term stress, 112
Simplenote app, 195
Simplifying strategy, 115
Sinek, Simon, 5
Sketchnotes, 191, 191f
Skipping classes, excuses for, 176
Sleep, 91, 93
Small Moments of Reflection (SMORs), 118
Smith, Will, 41
Social media, 318
Socratic method of teaching, 122
Soft skills, 37, 179–180, 180e, 203, 262, 263f. *See also* Emotional intelligence; People skills
Software applications
  brainstorming and organizing tools, 189
  So Much to Do-So Little Time, 101e
Sources
  bookmarking, 163
  evaluating, 163b, 164
Spatial intelligence, 66–67e, 69f
Speaking
  anxiety caused by, 221f
  listeners, 220
  place for, 220, 222
  planning for, 224
  purpose of, 220
  seven P's of, 220–224
  skills in, 221f, 222b, 328
Speech
  listeners of, 220
  performance of, 224
  place for, 220, 222
  planning for, 224
  preparation of, 222
  purpose of, 220
  rehearsal of, 224
Spelling
  e-mail and, 157
  reading and, 204
Spending logs, 107–108e
Spielberg, Steven, 36
SQ3R approach, 211
Stacks of library, 161
Start with Why?
  bliss, 290
  communication skills, 203
  creating your future, 313
  critical thinking, 124–125
  description of, 5
  emotional intelligence, 262
  engagement, 175
  learning, 61
  memory, 321
  mindfulness, 37
  online learning, 146
  time management, 91
Stereotypes, 279, 282
Sticklers, 82
Storyboarding, 223f
Straw man argument, 131
Stress
  adverse reactions to, 112–113
  allostatic load, 114
  anxiety as cause of, 112
  causes of, 112
  in college students, 113–114
  counseling for, 113, 115
  definition of, 112
  depression caused by, 28
  level of, 63–64
  management of, 114–115
  mindfulness for reducing, 37
  motivation from, 112
  practicing for stressful situations, 244
  reframing of, 115
  relieving before tests, 243
  short-term, 112
  signs and symptoms of, 112–113
  skills for management of, 266
  strategies for reducing, 118
  time management and, 114
  workplace, 113, 113e
Stressors, 112
Stretch goals, 53
Study groups, 182b. *See also* Groups, working in
Study sessions, 92
Study techniques
  disciplines, 77–79e
  intelligence-oriented, 68–69
  learning style applied to, 80
  master study plans, 80–84
  metacognition and, 76–85
  prioritizing and making decisions, 84

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Studying
breaks from, 82
disciplines, 77–79e
drugs as aids for, 240
importance of, 327–328
minimizing distractions when, 92
with others, 240
prioritizing time for, 84, 95
Subject
language of, 211
note-taking by, 193, 193f, 194f
Subjective Memory Test, 233e
Subjective questions, 247, 251–253
Substance, focusing on, 64
Success
achieving of, 13–21
first-year coursework and, 29f
mindfulness and, 37–39, 39
mindset and, 39–43
motivation and, 43–49
recommendations for, 10–13, 22–24
resilience and, 24–28
three Ms of, 36
Suffixes, 204
Summarizing
after meetings, 195
on essay tests, 253
notes, 188, 188f, 198
Supplementary materials, 181, 182b
Support centers, 19
Surface-level processing, 256, 257f
Sustainability, 285
SWOT analysis, 299–300, 300f, 301e
Syllables, 204
Syllabus
checking, 174
description of, 11–12
mastering, 17–19, 18b
Synchronous learning, 149–150, 154–156
Synder, Rick, 49
Systemic racism, 279

T

Take-home tests, 240
Taking charge, 12
Teaching styles of instructors, 75–76
Teamwork, 12, 268. *See also* Groups, working in
Tech exhaustion, 38
Techflexing strategy, 105
Technological detachment phenomenon, 254
Test(s)
accountability and, 237
cheating on, 253–255
cramming for, 85, 240–241
learning from results of, 255–256
objective, taking, 247–250
practicing for, 244
preparation for, 238–246
strategies for taking, 246–247
subjective, taking, 251–253
Test anxiety
behavioral aspects of, 243–244
cognitive aspects of, 243
emotional aspects of, 243
math anxiety and, 244–246
overview of, 241–243
physiological aspects of, 242–244
Test Anxiety Survey, 242e
Text, dissecting, 210
Textbooks, communication with authors of, 209–210
Texting during class, 177
Themes of lectures, 179
Theories of Intelligence Scale, 42e
Thesis statements, 214, 251
Thinking
creative. *See* Creative thinking
critical. *See* Critical thinking
focused, 125, 130f
intuitive, 138
learning to think in college, 122–123
types of, 138
Time
for daily activities, 99
for research projects, 163b
for studying, 83, 84–85, 94–95
Time investment, 12
Time management
attention management and, 90
balancing work, school, and personal life, 104–105
emotions of, 94
importance of, 329
myths about, 91
online courses, 152, 153–154e
physiology of, 93–94
planners for, 97–98
steps in, 96e
stress and, 114
tips for, 92–93
To-Do List, 100–101, 101e
Time off, taking, 329
Time per item (TPI), 249

Timer, for study sessions, 92
To-Do List, 100–101, 101e
Topical format, 216
Transfer shock, 326
Transferable courses, 8
Transferring to a university, 8
Transient thoughts and feelings, 39
Transition from high school to college, 2–4, 6
Trudeau, Justin, 61
True-false questions, 248
Two-way inferences, 207e
Two-year degrees, 9–10. *See also* College degree

U

Unemployment rates, 22
Unintentional plagiarism, 167
University, transferring to, 8

V

Values
  core, 51, 52e
  definition of, 51
  self-motivation and, 48–49
Variable expenses, 111
VARK learning styles, 71e, 71–73, 77, 150, 184
Verbs and essay questions, 251–252
Videocasts, 181
Virtual groups, 270
Visionary creative style, 138
Visual-graphic or visual-words learning style, 70, 73f, 150, 184
Vocabulary, building, 204–206, 207e
Vocal dynamism, 154

W

Websites
  career exploration, 314
  for money management, 110b
We'd Like to Get to Know You, 7e
Weiner, Jeff, 61
What Are Your Job Preferences?, 298e
What Are Your Views on Groupwork?, 269e
What If...A Crystal Ball for Careers?, 316e
Whatever-ness, 50
What's in an A?, 217e
What's Your Conflict Style?, 275–276e
Why, start with. *See* Start with Why?
Willpower, 49, 92
Wisdom, 23
Word roots, 204
Work. *See also* Career
  engagement in, 175
  school as, 83
Work ethic, 10, 327
Workaholics, 91
Working from anywhere (WFA), 203
Working from home (WFH), 203
Working memory, 232, 244
Work–life balance, 37
Workplace. *See also* Employers
  critical thinking in, 124–125, 141b
  stress in, 113, 113e
Works cited, 167
Work-study awards, 110b
Writing. *See also* Note-taking; Research projects
  clarity of, 217
  completeness of, 218
  conciseness of, 218
  convincing, 218–219
  correctness of, 218
  courtesy in, 218
  employers and, 328
  online messages, 156–159, 158e
  overview of, 213
  Paper Submission Checklist, 219b
  prewriting stage of, 214
  proofreading of, 216
  résumé and cover letter, 319–325, 325
  rewriting stage of, 215–216
  seven C's of, 217–219
  What's in an A?, 217e
  writing stage of, 215
Writing Centers on campuses, 215
Writing FOCUS challenge case, 30–31e
Written communication, 10

Y

Your Views on Diversity, 277e

Z

Zone, being in, 139
Zoom, 323
"Zoom Doom," 156, 157f
"Zoom Fatigue," 38, 155–156, 177
Zooming in, 306
Zooming out, 306

© 2023 Cengage Learning, Inc. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.